Medina Valley ISD Trustees Board of

Medina Valley ISD Board of Trustees
Regular Meeting
{{Date }} at 6:30 PM
MVISD Video/Teleconference System, MVISD Video/Teleconference System, Castroville, TX 78009-5309

Notice is hereby given that on **October 21, 2020** the **Board of Trustees of the Medina Valley Independent School District** will hold a **Regular Board Meeting at 6:30 PM at {{Location: Meeting Location.}}** The subjects to be discussed are listed on the agenda which is attached to and made part of this notice.

Members of the public who desire to address the Board during Public Comments will need to sign up to speak prior to the start of the meeting by providing their name, and the topic they wish to address to the Board on the sign in sheet provided. At Regular Board Meetings the Board of Trustees shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. All public comments are limited to 5 minutes.

If it is determined that during the meeting an item on the agenda that can be legally discussed in closed session be removed from the open session and discussed in closed session, the board may elect to discuss such agenda item in closed session in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before convening into Closed Meeting the Presiding Officer will announce the time and identify the section or sections of this chapter under which the closed meeting is held. All final votes, actions, or decisions shall be taken in open meeting. The Presiding Officer will announce the date and time for the end of the Closed Meeting before resuming the Open Meeting.

If you have a disability, please advise the school district about special arrangements that may allow you to fully participate in this meeting by calling Medina Valley ISD at 830-931-2243.

For Medina Valley ISD Board of Trustees:

Emily Lorenz, Superintendent of Schools

Medina Valley ISD
Regular Meeting
October 21, 2020

I. **First Order of Business**

A Establish a Quorum

B Pledge of Allegiance to the Flag followed by a moment of silence

II. **Announcements/Communications/Presentations**

A Go Public Presentation 4

B CTE Update 27

C Construction Update 47

D Financial Briefing 93

E Superintendent Briefing 115

III. **Public Comment**
At Regular Board Meetings the Board shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. All Public Comments are limited to 5 minutes.

IV. **Discussion and Possible Action Items**

A **Consent Agenda Items**

1 Minutes of Regular Board Meeting on September 21, 2020 119

2 **Donations**

a AFCEA Educational Foundation - High School Science Donations 126

b Medina Valley Band Sponsors Donation 128

3 Superintendent's Report on Budgeted Purchases of Goods/Services in Excess of $50,000

B Consider Adjunct Faculty Status for Medina County Extension Agent 129

C Consider 2020-2021 District Improvement Plan 132

V. **Closed Session**

A Personnel Matters (TX Govt. Code Section 551.074)

B Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

VI. **Continued Discussion and Possible Action Items**

A Consider professional contract recommendations

B Consideration of future meeting dates

VII. **Adjournment**

GO PUBLIC

LOVE YOUR SAN ANTONIO-AREA ISDs!

MEDINA VALLEY

INDEPENDENT SCHOOL DISTRICT

OVERVIEW

GO PUBLIC ABOUT

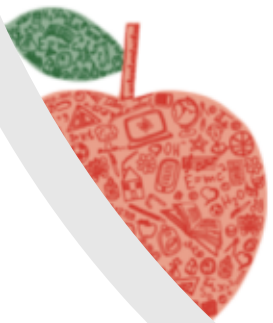
2019-2020 QUICK SNAPSHOT

2020-2021 HIGH LEVEL OVERVIEW

BLIC
WeGoPublic.com

School Districts | Programs | School Services | Features & Events | Parent Resources &





ABOUT THE GO PUBLIC CAMPAIGN

Go Public promotes the benefits of academic and extracurricular programs in traditional public schools and the ro
schools and staff have on supporting the education of all children. Through success stories, resources, and direc
connection to the ISDs, Go Public shines a spotlight on the impact public schools have on the community. Lea
about how Go Public got started in San Antonio, the Go Public Gulf Coast campaign, and the partnership wi
Texas Public Schools by clicking the apple or here.

TRADITIONAL AND SOCIAL MEDIA

WOAI CHANNEL 4
“GO PUBLIC WITH DAVID CHANCELLOR”



Medina Valley ISD: Auto Mechanic Class Students



Medina Valley ISD: Auto Mechanic Class Students

The auto mechanics class at Medina Valley High School trains students to become Automotive Service Technicians. Star students like Armando and Hector have the opportunity to attend high school classes in the morning, and then head to work as a paid interns in the afternoon with Red McCombs Ford West. The students in this special “garage classroom” learn the basics of auto mechanics, as well as responsibility, accountability, and professionalism.

KSAT CHANNEL 12 – COOL SCHOOLS SPOT




MV
MEDINA VALLEY
INDEPENDENT SCHOOL DISTRICT
GO PUBLIC
is committed to providing resources to grandparents raising grandchildren
Learn More

SOCIAL MEDIA



You Retweeted

Vanessa Croix @VanessaKENS5 · Oct 13

It's not enough for this @MedinaValleyISD Senior to wish on the stars.....
She wants to reach out and grab them 💫

Tonight on @KENS5 at 10pm:

⭐Meet our KENS 5 ALL-STAR STUDENT ⭐

#kens5eyewitness



11 27

Go Public is feeling excited.
March 2 ·

Happy Birthday, Dr. Seuss!
Students and staff celebrate Read Across America Day!

Harlandale ISD
San Antonio ISD
Medina Valley ISD
Northside ISD
North East Independent School District - NEISD



955
People Reached

33
Engagements

Boost Post

You and 21 others 1 Share

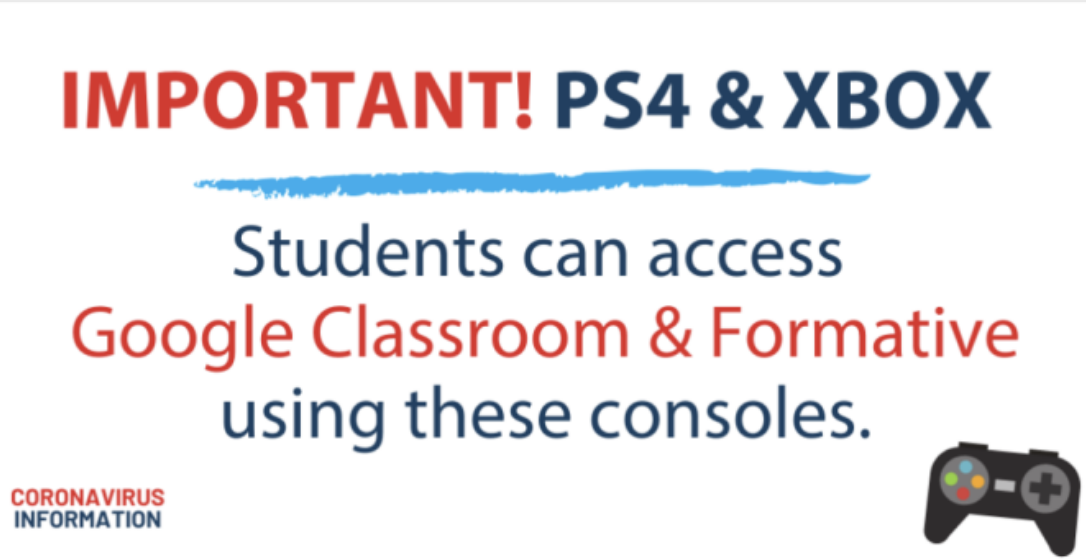
Like Comment Share

Comment as Go Public

Go Public
March 18 ·

An option for accessing school websites with game consoles. Follow 3 easy steps:
1️⃣ Go to “My Games and Apps”
2️⃣ Click on Microsoft Edge (browser)
3️⃣ Type in the URL for the website you are trying to access

Thank you to Medina Valley ISD for this great tip!



23,018 People Reached

1,651 Engagements

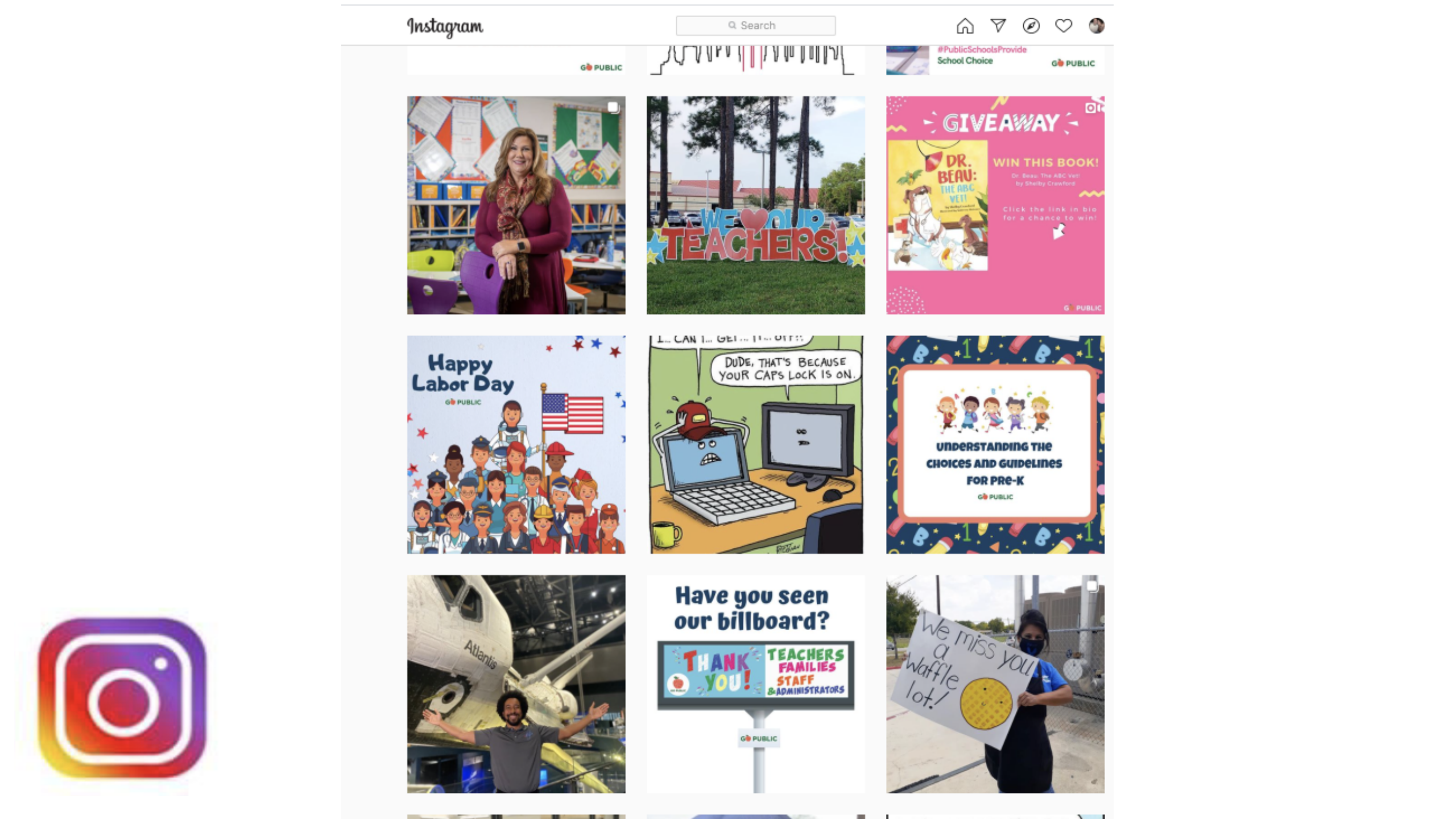
Boost Post

50 1 Comment 274 Shares

Like Comment Share

Most Relevant

Comment as Go Public


Instagram
Search
#PublicSchoolsProvide
School Choice
GIVEAWAY
DR. BEAU: THE ABC VET!
WIN THIS BOOK!
Click the link in bio for a chance to win!
WE ♥ OUR TEACHERS!
Happy Labor Day
DUDE, THAT'S BECAUSE YOUR CAPS LOCK IS ON.
UNDERSTANDING THE CHOICES AND GUIDELINES FOR PRE-K
Atlantis
Have you seen our billboard?
THANK YOU!
TEACHERS
FAMILIES
STAFF
& ADMINISTRATORS
We miss you a Waffle lot!

RADIO SPOTS PROMOTING ISDs







UNIVISION – WEBSITE PAGE



41 UNIVISION

2020-2021 STRATEGY

ONLINE AND ON THE GROUND

GO PUBLIC GULF COAST

WEBSITE MERGE





Google Ads









GREATER ONLINE PRESENCE

GREATER ONLINE PRESENCE = TRAFFIC

More ISDs – higher ranking, authority

Content is Key – optimized, higher ranking, traffic

Trusted Source - positioning Go Public as a trusted authority – higher ranking

Landing Pages – generate leads, support enrollment, drive traffic to ISDs

Google and Search Keywords – direct traffic

Scale Potential Statewide – 2021-2022

OUR VALUE

Keyword	Rank (Change)	Cost/Click	Ranking Difficulty	Searches/Mo	Est. Clicks/Mo	Est. Click Value/Mo
san antonio school districts wegopublic.com/san-antonio-school-districts-map	1 (0 –)	$4.00	72	4.4k	722	$2.81k
san antonio school district wegopublic.com/san-antonio-school-districts-map	4 (0 –)	$0.15	77	4.4k	188	$521
gifted wegopublic.com/enriching-programs/gifted-and...	20 (New)	$0.61	78	110k	987	$474
san antonio preschool wegopublic.com/enriching-programs/pre-k-prog...	1 (1 ↑)	$4.57	47	590	96.8	$443
preschool san antonio wegopublic.com/enriching-programs/pre-k-prog...	1 (2 ↑)	$4.11	47	590	96.8	$385
go public wegopublic.com	6 (4 ↓)	$4.72	80	1.6k	46.1	$371
ksat wegopublic.com/features-events/ksat-sa-live-co...	39 (8 ↑)	$0.50	61	135k	634	$252

WEBSITE TRAFFIC

School District Finder & Map | San Antonio Elementary Schools | Accredited, Degreed Teachers

Ad wegopublic.com

Academic and Developmental Foundation. Student Focused. Whole Child. Community Driven. Not Influenced by Private and Corporate Interests. Find Your District Here.



GRASSROOTS PARENT AMBASSADORS





PLACING ROOTS IN PUBLIC SCHOOLS

RootEd is a grassroots organization created by a group of parents whose main goal is to advocate for local public schools. Their mission is to promote public schools through storytelling, educating parents on the importance of public schools, and advocacy at the state capitol.

Visit the RootEd Site to Learn More

GRASSROOTS COMMUNITY AND BUSINESS





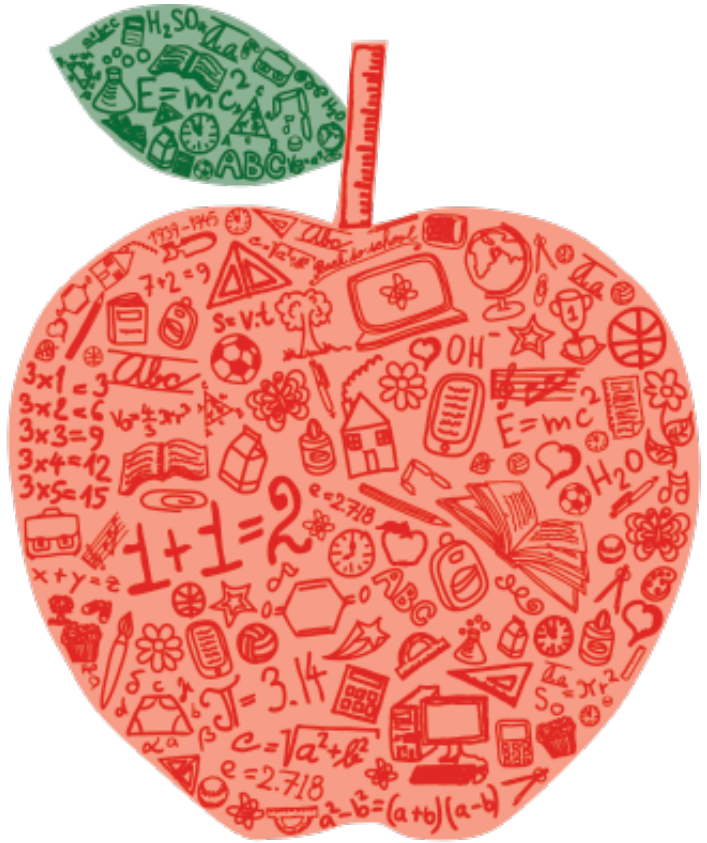
SAN ANTONIO CHAMBER
OF COMMERCE

GRASSROOTS CAMPUS



THANK YOU!

LISA LOSASSO JACKSON, EXECUTIVE DIRECTOR :
LISA@WEGOPUBLIC.COM | 512.217.7408



GO PUBLIC

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

Career & Technical Education

Endorsement Pathway / Elective Options

Revised October 14,2020

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MVISD Career & Technical Education
8365 FM 471 S.
Castroville, TX 78099
930-931-2243
www.mvisd.com

CTE Middle School

Technology Applications/Exploring Careers *(required course)*
Course #: 0883
Grade: 8

Students will be given the opportunity to learn basic computer operations. They will learn computer terminology, computer history, computer applications, and how to access, analyze, and evaluate the information found on the Internet. Students will receive hands on experience using the Microsoft Office applications. This will include, but not be limited to word-processing, database, spreadsheet, graphics, and PowerPoint applications. Students will also explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and the development of a college and career achievement plan by using an interest inventory and areas of personal interest. This information will be used to explore educational requirements for a variety of chosen career paths.

Principles of Human Services

Course #: 0890
Grade: 08
Credits: 1 (HS)

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

Robotics I

Course #: 0786/0886
Grade: 7 - 8

Robotics is a concrete and tangible way to build and strengthen cognitive development, as well as other academic areas such as mathematics, engineering, communication skills, strategic thinking, and goal-oriented thinking. Students will learn to program their created object to move as directed. This Lego-designed object will change several times throughout the year according to the challenge presented. This is a basic programming class to write specific steps in order to make the robot complete a given task.

Robotics II *(available 2021-22)*

Course #: 0887
Grade: 8

Students will expand their previous programming knowledge, applying more logic and function tools. Students will also gain experience working through all phases of the engineering process, and apply those skills to different products/platforms.

High School CTE Required Classes

Business Information Management

Course #: 8122
Grade: 9

Credits: 1

Note: This course is required of all freshman.

In this course students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Professional Communications

Course #: 8100
Grade: 10 - 12
Credits: 0.5

This course blends written, oral and graphic communication in a career-based environment. The student will concentrate on:

- Employability communication skills
- Critical-thinking skills
- Developing leadership skills for the workforce

*This course is paired with Dollars & Sense.

Dollars & Sense

Course #: 8745
Grade: 10 - 12

Credits: 0.5

Learn to make decisions related to managing money and other family resources.

- Understand how to be a good consumer
- Learn skills to budget and invest your money

*This course is paired with Professional Communications.

Ag - Plant Science

Pathway Option to Meet the Business & Industry Endorsement

Principles of Agriculture, Food & Natural Resources

Course #: 8420
Grade: 9-10
Credits: 1

This course is designed to give students the opportunity to explore all aspects that the agriculture program has to offer. Students will build a foundation to make them successful in agriculture courses, as well as have the opportunity to become an active member in our student organization FFA.

- Participate on Leadership and Judging teams from District to State level
- Opportunity to raise an animal for Livestock Shows
- Opportunity to become a Chapter, District, Area, and State FFA Officer

This is a required prerequisite for any Agricultural Science pathway.

Horticulture Science

Course #: 8133
Grade: 10-12
Credits: 1

This course offers students an introduction to horticulture sciences with emphasis on technical skills, entrepreneurship, and occupational opportunities. Students will identify and recognize maintenance and storage of tools and equipment used in horticultural science; study horticultural structures and equipment; recognize greenhouse environment and the growing of plants; explore plant propagation and growth; and gain an understanding of vegetable, fruit, and nut production.

Principles & Elements of Floral Design

Course #: 8130
Grade: 11-12
Credits: 1

Floral Design develops students' ability to identify and demonstrate the techniques related to floral design and develop an understanding of the management of floral enterprises.

NOTE: This course satisfies the fine arts graduation requirement.

LAB FEE:$30

Greenhouse Operation & Production

Course #: 8433
Grade: 11-12
Credits: 1

This course is designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Additional course offerings that can be added to the **Plant Science** pathway.

Ag Leadership I, II & III

Course: 8441 (1st Time Taken)

Course: 8442 (2nd Time Taken)

Course: 8443 (3rd Time Taken)
Grade: 10-12
Credits: 1

Students will be an active member in FFA. Students may participate on Leadership and Judging teams from District to State level and/or raise an animal for Livestock Shows and/or have the opportunity to become a Chapter, District, Area, and State FFA Officer.

Agribusiness Management & Marketing

Course: 8429
Grade: 10-12
Credits: 1

Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness.

Professional Standards in Agribusiness

Course: 8427
Grade: 10-12
Credits: 0.5

This course primarily focuses on leadership, communication, employer-employee relations, and problem-solving as they relate to agribusiness.

Ag - Power, Structural & Technical Systems

Pathway Option to Meet the Business & Industry Endorsement

Principles of Agriculture, Food & Natural Resources

Course #: 8420
Grade: 9-10

Credits: 1

This course is designed to give students the opportunity to explore all aspects that the agriculture program has to offer. Students will build a foundation to make them successful in agriculture courses, as well as have the opportunity to become an active member in our student organization FFA.

- Opportunity to participate on Leadership and Judging teams from District to State level
- Opportunity to raise an animal for Livestock Shows
- Opportunity to become a Chapter, District, Area, and State FFA Officer

This is a required prerequisite for any Agricultural Science pathway.

Agriculture Mechanics & Metal Technical Systems

Course: 8424

Grade: 10-12

Credits: 1

An introductory course that develops students' understanding as it relates to safety and skills in tool operation of agricultural mechanics.

- Hands-on work in the shop
- Learn skills in the shop related to agricultural mechanics
- Introduction to electricity, carpentry, plumbing, and metal working techniques

Agricultural Structures Design & Fabrication

Course: 8426

Grade: 11-12

Credits: 2

Prerequisite: Agriculture Mechanics & Metal Technical Systems

Transfer your academic knowledge and technical skills to the principles of facilities design and fabrication as related to agricultural structures.

- Basic welding techniques
- Operation of oxy-acetylene torch
- Design, draw and fabricate objects with the computerized torch
- Opportunity to earn the AWS Sense Welding Level 1 certification

Agricultural Equipment Design & Fabrication

Course: 8434

Grade: 12

Credits: 2

Certification Option: Welding

Prerequisite: Agricultural Structures Design & Fabrication

This laboratory-based course uses hands-on engagement to build knowledge and employability skills in several mechanical fields with a focus on metal technologies. Prerequisite: Agricultural Mechanics & Metal Technology or Agricultural Facilities Design & Fabrication.

- Create metal projects
- Learn to weld with stick, mig, tig, and aluminum
- Operate and make designs for computerized plasma cutting torch
- Oxy-acetylene cutting skills

Additional course offerings that can be added to the **Power, Structural & Technical Systems**

Ag Leadership I, II & III

Course: 8441 (1st Time Taken)

Course: 8442 (2nd Time Taken)

Course: 8443 (3rd Time Taken)
Grade: 10-12
Credits: 1

Students will be an active member in FFA. Students may participate on Leadership and Judging teams from District to State level and/or raise an animal for Livestock Shows and/or have the opportunity to become a Chapter, District, Area, and State FFA Officer.

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Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness.

Professional Standards in Agribusiness

Course: 8427
Grade: 10-12
Credits: 0.5

This course primarily focuses on leadership, communication, employer-employee relations, and problem-solving as they relate to agribusiness.

Ag - Animal Science

Pathway Option to Meet the Business & Industry Endorsement

Principles of Agriculture, Food & Natural Resources

Course #: 8420
Grade: 9-10
Credits: 1

This course is designed to give students the opportunity to explore all aspects that the agriculture program has to offer. Students will build a foundation to make them successful in agriculture courses, as well as have the opportunity to become an active member in our student organization FFA.

- Opportunity to participate on Leadership and Judging teams from District to State level
- Opportunity to raise an animal for Livestock Shows
- Opportunity to become a Chapter, District, Area, and State FFA Officer

This is a required prerequisite for any Agricultural Science pathway.

Equine Science

Course: 8408
Grade: 10-12
Credits: 0.5

This course is designed to help students attain academic skills and knowledge in agriculture including, but not limited to, the equine industry, evaluating and selecting horses, nutritional requirements of horses, the anatomy and physiology of horses, and methods of maintaining horse health and soundness. Students will have the opportunity to participate in live evaluation contests.

AND

Small Animal Management

Course #: 8423
Grade: 10-12
Credits: 0.5

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Students will analyze the nature of science, systems, and models to gather information and make predictions, decisions, and solve problems in animal science.

Livestock Production

Course: 8422

Grade: 10-12

Credits: 1

Develop skills relating to livestock production, anatomy and physiology related to nutrition, reproduction, health, and management of animals.

- Develop skills for judging of livestock
- Develop animal charts relating the anatomy of species of livestock
- Chart livestock prices and the influence it has on livestock producers

Wildlife, Fisheries & Ecological Management

Course: 8421

Grade: 10-12

Credits: 1

Examine the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs.

- Design and build fishing equipment
- Classroom knowledge will be applied at the Agricultural Facilities for wildlife and fish species, and plants native to the area.

Additional course offerings that can be added to the **Animal Science** pathway.

Ag Leadership I, II & III

Course: 8441 (1st Time Taken)

Course: 8442 (2nd Time Taken)

Course: 8443 (3rd Time Taken)
Grade: 10-12
Credits: 1

Students will be an active member in FFA. Students may participate on Leadership and Judging teams from District to State level and/or raise an animal for Livestock Shows and/or have the opportunity to become a Chapter, District, Area, and State FFA Officer.

Food Technology & Safety

Course #: 8431
Grade: 10-12
Credits: 1

This course examines the food technology industry as it relates to food production, handling, and safety. To prepare for careers in value-added and food processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to value-added and food processing and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Arts, AV Technology & Communications

Pathway Options to Meet the Business & Industry Endorsement

Journalism

Course #: 1301
Grade: 9-10
Credits: 1

Students will learn about the American media, First Amendment Rights, and the responsibilities of a journalist as to ethics in reporting. They will also develop skills in writing, editing, design, advertising, photography (Photoshop), word-processing (Google Suite), and desktop publishing (SNO sites and InDesign). Students will develop a foundation that will allow them to participate in Yearbook I / Newspaper I.

Note: Writing will be emphasized in this course.

Commercial Photography I (Newspaper I)

Course #: 8762
Grade: 9-12
Credits: 1
Prerequisite: (Journalism)

Commercial Photography II (Newspaper II)

Course #: 8770
Grade: 10-12
Credits: 1
Prerequisite: Commercial Photography I

Practicum in Commercial Photography (Newspaper III)

Course #: 8792
Grade: 11-12
Credits: 2
Prerequisite: Commercial Photography II

In Newspaper, students will participate in the creation of The Prowler news website. Students will analyze and assess current and emerging technologies, while designing and creating a multimedia newspaper that addresses community needs. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment.

Print & Imaging Technology I (Yearbook I)

Course #: 8108
Grade: 9-12
Credits: 1
Prerequisite: (Journalism)

Print & Imaging Technology II (Yearbook II)

Course #: 8109
Grade: 10-12
Credits: 1
Prerequisite: Print & Imaging Technology I

Practicum in Print & Imaging Technology (Yearbook III)

Course #: 8110
Grade: 11-12
Credits: 2
Prerequisite: Print & Imaging Technology II

In Yearbook, students will be expected to develop an advanced technical understanding of the journalism industry with a focus on producing, promoting, and presenting professional quality photographs in the school yearbook.

NOTE: Students will be required to photograph a minimum of 4 events per month including outside of school hours.

Business Information Management I

Course #: 8122
Grade: 9
Credits: 1

Note: This course is required of all freshman.

In this course students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Audio/Video Production

Course #: 8304
Grade: 10-12
Credits: 1

This course is an introduction to the visual and audio media world. Students learn the fundamentals of video and audio production using a variety of equipment. Students will gain knowledge and experience with extensive hands-on assignments involving video cameras, video and audio editing, directing, digital graphics, writing, producing studio productions, pre- production, production and post-production processes. Students will gain job-specific training and seek certification for entry level employment in audio and video production.

Graphic Design & Illustration I

Course #: 8305
Grade: 10-12
Credits: 1

Graphic Design & Illustration II

Course #: 8308
Grade: 11-12
Credits: 1
Prerequisite: Graphic Design & Illustration I

Create stunning digital art! This course will introduce students to the world of Digital art and advertising. Students will learn programs like Adobe Photoshop and Illustrator and apply the Art Elements and Principles of Design to digital artwork.

Animation I

Course #: 8306
Grade: 10-12
Credits: 1
Recommended Prerequisite: Art I

Animation II

Course #: 8309
Grade: 11-12
Credits: 1
Prerequisite: Animation I

Careers in animation span all aspects of motion graphics. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

Patient Care Technician- SWTJC

Health Science Theory Clinical DC

Course #: 8831
Grade: 11-12
Credits: 2

- HITT 1305 - **Medical Terminology**
- MDCA 1205 - **Medical Law and Ethics**
- NURA 1401 - **Nurse Aide for Health Care**
- NURA 1307 - **Body Systems**
- NURA 1160 - **Clinical Nursing Assistant**

Practicum in Health Science

Course #: TBA
Grade: 12
Credits: 2
Students will complete dual credit course work for the following college courses:

- ***MDCA 1317 -** Procedures in Clinical Setting
- **PLAB1323 -** Phlebotomy
- ***MDCA 1210 -** Interpersonal and Communication Skills
- ***MDCA 1352 -** Medical Assistant in Laboratory Procedures
- **NUPC 1320 -** Patient Care Technician Assistant

This pathway is being offered as part of the **Southwest Texas Junior College Dual Credit** program in Patient Care Technician (PCT). Upon successful completion of the courses listed above and the certification exam students may receive the certifications listed below:

Name of Certificate: Patient Care Technician, Level 1 Certificate

Name of Certification:

- Certified Nurse Assistant (CNA)
- Electrocardiogram (CET)
- Phlebotomy (CPT)
- Clinical Medical Assistant (CCMA)

- The Patient Care Technician (PCT) Program includes courses that lead to a Level 1 Certificate with certification(s)/license(s) in Nurse Assistant, Phlebotomy, Electrocardiogram, and Medical Assistant.
- The PCT Level 1 Certificate is a one-year, 2 semester program that prepares students for certification by National Healthcareer Association (NHA) in Phlebotomy, Electrocardiogram, and Medical Assistant. Inaddition, the program prepares students for certification by Nurse Aide Training and Competency Evaluation Program (NATCEP) as a Certified Nurse Assistant.
- Upon successful completion of the program and certifications, students will possess the basic knowledge and skills necessary to check vital signs, perform CPR and first aid, assist in medical examinations, perform electrocardiograms, basic laboratory procedures and phlebotomy, and nurse assistant.

Automotive Technology - SWTJC

Pathway Option to Meet the Business & Industry Endorsement

Auto Tech I - Maintenance & Light Repair

Course #: 8622
Grade: 9
Credits: 2
Students will complete dual credit course work for the following college courses:

- **AUMT 1407**-Electrical Systems
- **AUMT 1410**- Brake Systems
- **AUMT 2417**- Engine Performance Analysis

Auto Tech II - Automotive Service

Course #: 8623
Grade: 10
Credits: 2

Prerequisite: Auto Tech I

Students will complete dual credit course work for the following college courses:

- **AUMT 2434**-Engine Performance Analysis II
- **AUMT 1416-** Suspension and Steering
- **AUMT 1445**- Climate Control

Practicum in Auto Tech I

Course #: 8625
Grade: 11
Credits: 2

Prerequisite: Auto Tech II

Students will complete dual credit course work for the following college courses:

- **AUMT 2413-**Automotive Drive Train and Axles
- **AUMT 2421**-Automotive Electrical Lighting and Accessories
- **AUMT 2443**-Advanced Emission Systems Diagnostics

Practicum in Auto Tech II

Course #: TBD
Grade: 12
Credits: 2

Prerequisite: Auto Tech II

Students will complete dual credit course work for the following college courses:

- **AUMT 2425**-Automotive Automatic Transmission and Transaxle
- **AUMT 2328-**Automotive Service
- **AUMT 2280**-Coop Educ - Automobile/Automotive Mechanics Technology/ Technician

This pathway is being offered as part of the **Southwest Texas Junior College Dual Credit** program in Automotive Technology. Upon successful completion of the courses listed above and the certification exam students may receive the certifications listed below:

Name of Certificate: Automotive Technology, Level 1 Certificate

Name of Certification:

- ASE Brakes
- ASE Engine Performance
- ASE Engine Repair
- ASE Suspension & Steering

Name of Certificate: Automotive Technology, Level 2 Certificate

Name of Certification:

- ASE Electrical
- ASE Heating & AC
- ASE Manual Drive Train & Axles
- ASE Automatic Transmission/Transaxles

Students beginning the Automotive Technology program as a freshman will have the opportunity to earn a one-year Certificate, or a two-year Certificate, and/or an A.A.S. degree.
The one-year Certificate is TSI exempt; however, those not meeting TSI requirements are encouraged to enroll in the appropriate developmental course(s).
Students who wish to pursue the two-year A.A.S. degree or the two-year certificate must meet all Texas Success Initiative (TSI) requirements.
Additional General Education Course College Requirements (15 credits) to Earn the A.A.S degree:

- *Social & Behavioral Sciences - 3 credits*
- *Humanities & Fine Arts - 3 credits*
- *Natural Science & Math - 3 credits*
- *Other - 6 credits*
- *Learning Framework EDUC 1100 or College Success Skills COLS 0300 (required but do not count towards degree requirements)*

Business & Finance - General

Pathway Option to Meet the Business & Industry Endorsement

Business Information Management I

Course #: 8122
Grade: 9
Credits: 1

Note: This course is required of all freshman.

In this course students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Business Information Management II

Course #: 8123
Grade: 10-11
Credits: 1

Prerequisite: Business Information Management I

In this course students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Certification: Microsoft Office Specialist

Business Law

Course #: 8106
Grade: 11-12
Credits: 1

This course focuses on the social responsibility of every citizen to know their rights as individuals and in the business environment. The students will concentrate on:

- Personal responsibility as a citizen
- Business contracts
- Laws applicable in business

Business Management

Course #: 8121
Grade: 11-12
Credits: 1

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

AND/OR

Accounting I

Course #: 8101
Grade: 10-12
Credits: 1

This course is an introduction to business money and personal money management. The accounting cycle will be introduced using generally accepted accounting principles. The students will concentrate on:

- Accounting guidelines for a sole proprietorship, partnership and corporation
- Use of journals, ledgers and financial statements
- Personal banking guidelines

Accounting II

Course #: 8102
Grade: 11-12
Credits: 1

Prerequisite: Accounting I

This course continues the study from Accounting I and moves into managerial and cost accounting. The students will concentrate on:

- Automated accounting
- Ethics in Accounting
- Accounting cycle in managerial and cost accounting

Certification: QuickBooks

Additional course offerings that can be added to the **Business & Finance** pathway.

Global Business

Course: 8127
Grade: 10-12
Credits: 0.5

This course focuses on the international business world. The students will concentrate on:

- International business etiquette
- Entrepreneur skills for the international business environment

Banking & Financial Services

Course #: 8126
Grade: 10-12
Credits: 0.5

Students will develop knowledge and skills in the economic, financial, technological, international, social, and ethical aspects of banking to become competent employees and entrepreneurs.

Human Resource Management

Course #: 8111
Grade: 10-12
Credits: 0.5

This course focuses on the concepts related to human resource management, including legal requirements, recruitment, selection methods, and employee development and evaluation. The students will concentrate on:

- Compensation and benefits programs
- Workplace safety
- Employee-management relations
- Impact of global events on human resources management.

Construction Technology

Pathway Option to Meet the Business & Industry Endorsement

Principles of Construction Technology

Course #: 8520
Grade: 9
Credits: 1

An overview of architecture, interior design, construction science, and construction technology. Technical skills introduced include safety, the use of hand tools and power tools, rigging, and reading technical drawings. Students will be expected to develop an understanding of the various educational requirements and career opportunities in this cluster.

Students will begin completing modules to earn their NCCER CORE certification.

This is a required prerequisite for the Construction Technology pathway.

Construction Technology I

Course: 8522

Grade: 10-11

Credits: 2

Prerequisite: Principles of Construction Technology

Students are introduced to safety, tool usage, building materials, codes, and framing. Students will develop an understanding of the various educational requirements and career opportunities in construction management, architecture, or engineering.

Construction Technology II

Course: 8525

Grade: 11-12

Credits: 2

Prequisite: Construction Technology I

Students gain advanced knowledge and skills specific to those needed to enter the workforce as carpenters, building maintenance technicians or supervisors. It prepares the students for a postsecondary degree in construction management, architecture, or engineering.

Practicum in Construction Technology

Course: 8526

Grade: 12

Credits: 2-3

Prequisite: Construction Technology II

In Practicum in Construction Technology, students will be challenged with the application

of gained knowledge and skills from Construction Technology I and II. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

Political Science - Debate

Pathway Option to Meet the Public Services Endorsement

Principals of Government & Public Administration

Course: 8776
Grade: 9
Credits: 1

This course introduces students to foundations of governmental functions and career opportunities within the United States and abroad. Students will examine governmental documents such as the U.S. Constitution, current U.S. Supreme Court and federal court decisions, and the Bill of Rights.

Political Science I

Course: 8794
Grade: 10
Credits: 1
Prerequisite: Principals of Government & Public Administration

This course introduces students to political theory through the study of governments; public policies; and political processes, systems, and behavior.

Political Science II

Course: 8795
Grade: 11
Credits: 1
Prerequisite: Political Science I

This course uses a variety of learning methods and approaches to examine the processes, systems, and political dynamics of the United States and other nations. The dynamic component of this course includes current U.S. and world events.

Planning & Governance

Course: 8796
Grade: 12
Credits: 1
Prerequisite: Political Science II

This course offers students an opportunity to formulate plans and policies to meet social, economic, and physical needs of communities.

Science/STEM Electives

Anatomy & Physiology

Course #: 4301
Grade: 11-12
Credits: 1

Prerequisite: Biology and 2nd Science

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Anatomy & Physiology Pre-AP

Course #: 4302
Grade: 11-12
Credits: 1

Prerequisite: Biology and 2nd Science

Level II SAP on last Biology State assessment

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. This course is similar in scope and sequence to Anatomy and Physiology; however, the depth and complexity of the topics covered will be at a higher level.

Forensic Science

Course #: 4403
Grade: 11-12
Credits: 1

Prerequisite: Biology and Chemistry

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Engineering Science
(Engineer Your World I)

Course #: 4404
Grade: 10-12
Credits: 1

Prerequisite: Algebra I and Biology, Chemistry, IPC or Physics

The Engineer Your World I curriculum was developed by a team of University of Texas faculty and NASA engineers. This course engages students in authentic engineering practices in a project-based environment. This rigorous course was designed for students interested in pursuing a college and career pathway for engineering. Students may also engage in a dual enrollment program with the University of Texas System of Schools.

Engineering Design & Problem Solving
(Engineer Your World II)

Course #: 4405
Grade: 11-12
Credits: 1

Prerequisite: Algebra I and Geometry and Principles of Technology / Engineering Science (EYW I)

This course is for students who want to expand and deepen their engineering design skills and habits of mind through the purposeful integration and application of computer science (CS) principles and practices. Developed by University of Texas Engineering and Computer Engineering faculty, experienced secondary teachers and curriculum developers, and engineers with decades of industry experience, this hands-on course engages students in authentic, integrated engineering and CS practices in a project-based environment.

Engineering Design & Presentation

Course #: 8760
Grade: 10-12
Credits: 1

Prerequisite: Physics, Algebra I

Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. The software used in this course will be AutoDesk AutoCAD and AutoDesk Inventor.

Note: This class does not count as a science credit.

Computer Science Electives

Foundations of Cybersecurity

Course: 8821
Grade: 9 - 12
Credits: 1

This course develops the knowledge and skills needed to master fundamental concepts of cybersecurity. Students in the course will develop a basic foundation for continuing their cybersecurity education and choosing a career in the cybersecurity field. Students will explore the challenges facing information security professionals related to ethics, system security, network security, and application security. Students will conduct risk assessments and develop and implement security policies to mitigate those risks. Students will examine trends in cyber-attacks, common vulnerabilities, and the emergence of cyber terrorism.

Digital Forensics

Course: 8825
Grade: 11 - 12
Credits: 1

Recommended Prerequisite: Foundations of Cybersecurity
Recommended Co-Requisite: Forensics
Digital forensics is an evolving discipline concerned with analyzing anomalous activity on computers, networks, programs, and data. As a discipline, it has grown with the emergence of a globally-connected digital society. As computing has become more sophisticated, so too have the abilities of malicious agents to access systems and private information. By evaluating prior incidents, digital forensics professionals have the ability to investigate and craft appropriate responses to disruptions to corporations, governments, and individuals. Whereas cybersecurity takes a proactive approach to information assurance to minimize harm, digital forensics takes a reactive approach to incident response.

AP Computer Science Principles

Course: 8822
Grade: 10 - 12
Credits: 1

Prerequisite: Algebra I

This course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving.

Computer Science I

Course: 8823
Grade: 10 - 12

Credits: 1

Prerequisite: Algebra I

Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. Meets high school graduation requirements for Language other than English, may not qualify for College Exemption.

Education & Training

Pathway Option to Meet the Public Service Endorsement

Principles of Human Services

Course #: 8221
Grade: 9
Credits: 1

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

Child Development

Course #: 8224
Grade: 10
Credits: 1

Suggested Prerequisite: Principles of Human Services

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

Instructional Practices in Education

Course: 8225
Grade: 11-12
Credits: 2 (1 period)

Suggested Prerequisite: Child Development

This courses provide an opportunity for student to participate in a peer tutoring program. Peer tutors will be matched with students requiring support in academic subjects or technical skills.

Practicum Instructional Practices in Education

Course: 8226
Grade: 11-12
Credits: 2

Prerequisite: Instructional Practices in Education

These courses provide an opportunity for student to participate in a peer tutoring program. Peer tutors will be matched with students requiring support in academic subjects or technical skills.

Human Services

Elective

Family & Community Services

Office- Aide

Course #: 8793
Grade: 12
Credits: 1

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service learning experiences. Students are provided opportunities to interact with and provide services to the high school. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

Automotive Technology

Elective

Automotive Basics

Course #: 8624
Grade: 9-10
Credits: 1

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Family & Consumer Sciences Electives

Family & Consumer Sciences

Lifetime Nutrition & Wellness

Course #: 8223
Grade: 10-12

Credits: 0.5

Recommended Prerequisite: Principles of Human Services

Hands-on lab course that teaches essential cooking skills and the basics of nutrition.

- Learn impact of nutrients in your body
- Practice basics of food safety
- Participate in cooking labs and meal planning

Introduction to Culinary Arts

Course #: 8769

Grade: 10-12
Credits: 1

Recommended Prerequisite: Principles of Human Services

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills.

Culinary Arts

Course #: 8721
Grade: 11-12
Credits: 2

Prerequisite: Introduction to Culinary Arts

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. This course is offered as a laboratory-based course and is two class periods.

Career Prep

Career Preparation I*

Course #: 8001
Grade: 11-12
Credits: 3

Prerequisite: 15 hours minimum weekly employment

Corequisite: Career Preparation Work 1, 2, 3
Course#: 8003, 8004, 8005
Grade: 11-12
Credits: 0

This work-based course develops essential knowledge and skills through classroom instruction and on the job training. Students will receive general employability skills as a group; however, each student will have an individual training plan that will address his/her job specific knowledge and skills. Each student will be employed at an approved job site. Safety and career opportunities are included, in addition to work ethics and job related study in the classroom.

Career Preparation II*

Course #: 8002
Grade: 12
Credits: 3

Prerequisite: Career Prep I; 15 hours minimum weekly employment

Corequisite: Career Preparation Work 1, 2, 3
Course#: 8003, 8004, 8005
Grade: 11-12
Credits: 0

This work-based course develops essential knowledge and skills through classroom instruction and on the job training. Students will receive general employability skills as a group; however, each student will have an individual training plan that will address his/her job specific knowledge and skills. Each student will be employed at an approved job site. Safety and career opportunities are included, in addition to work ethics and job related study in the classroom.

***Note:** These courses and the job placement must span the entire school year. Students must provide their own transportation. Prerequisite: Two completed courses from one CTE career cluster; Teacher-approved job placement; age 16; previous level for Career Prep II.

Project-Based Research

Course #: 8107
Grade: 12
Credits: 1

Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. This course is designed to provide students an opportunity to earn one advanced measure for the Distinguished Achievement Program.

WHY CTE?

- Learning through hands-on activities
- Teamwork and collaboration
- Project and problem-based learning
- Working with business and industry
- Simulations and paid work-based learning internships
- Applied academics in relevant contexts
- Preparing for college and the careers that are in demand

CTE Endorsement Pathways

CTE Endorsement Pathways provide all students with a road map to discover and prepare for specific careers. Each sequence of courses allows students to explore specialized interests and passions through customized programs of study.
Endorsement Pathways help students make smarter choices about their decisions after graduation. Students can randomly explore within different pathways or focus on a specific program of study. Either way, they have the opportunity to discover a future career goal and begin learning the knowledge and skills needed for success.

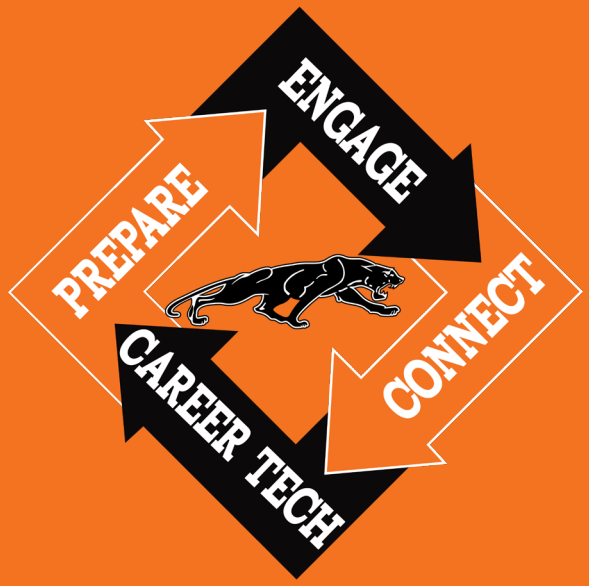
Review Your High School Personal Graduation Plan Each Year

Don't get locked into a cluster and program of study you don't like. You should reexamine your 4-year plan at least once a year and change programs or clusters if your interests have changed. Choosing a cluster and program of study, even if it changes later, means that you'll have a direction in life. The idea is to be aware of what's going on in your life and take control of your future. When you know where your education is going and why, your classes will become more meaningful. You'll make contact with students, teachers, and employers who share your interest in a particular career area. You'll have experiences that are fun and exciting. You'll be on your way to success in school, in a career, and in life.

TEXAS CAREER CHECK

The State of Texas has created a special website for students and others researching careers. It's called Texas Career Check. Texas Career Check lets you explore higher education options by looking at detailed information by school and program of study, AND you can explore careers, occupational information, and postsecondary education options. You'll find a wealth of information about hundreds of career choices. To explore Texas Career Check, go to **www. texascareercheck.com**.

Medina Valley I.S.D. offers career and technical education programs in Agriculture; Architecture & Construction; A/V Technology; Business Management & Administration;
Finance; Health Science; Human Services; Law & Public Safety; Science, Technology, Engineering & Mathematics; Transportation; and Career Orientation. Admission to these programs is based on student interests.
It is the policy of Medina Valley I.S.D. not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.
It is the policy of Medina Valley I.S.D. not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972;
the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.
Medina Valley I.S.D. will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator at 8449 FM 471 South, Castroville, Texas 78009, (830) 931-2243 ext. 1107, and/or the Section 504 Coordinator, Stefanie Keller-Perkins, at 8449 FM 471 South Castroville, Texas 78009, (830) 931-2243 ext. 1179.



Career and Technical Education By The Numbers

FTE Report

Year	First Six Weeks	Second Six Weeks	Third Six Weeks	Fourth Six Weeks	Fifth Six Weeks	Sixth Six Weeks	Refined Total	Covid-19 Adjusted Refined Total
2018	391.970	391.562	386.266	376.205	376.779	376.097	383.147	
2019	490.350	482.541	480.693	475.011	468.505	463.268	476.728	
2020	543.863	536.034	527.987	523.170	Covid-19	Covid-19	532.763	532.763
2021	592.244	624.166					608.205	

Advanced Courses FTE Report

Year	First Six Weeks	Second Six Weeks	Third Six Weeks	Fourth Six Weeks	Fifth Six Weeks	Sixth Six Weeks	Refined Total	Covid-19 Adjusted Refined Total	CTE Funding
2018	26.583	28.465	28.026	25.533	26.247	21.859	26.119		$1,305.96
2019	43.086	42.493	42.726	40.555	39.141	33.13	40.188		$2,009.44
2020	102.654	101.847	99.756	96.266	Covid-19	Covid-19	100.131	100.131	$5,006.55

Funding

Year	AA	Required Spending	Total Revenue	Required to be Spent on CTE
2017-18	$5,448	58%	$2,817,969.56	$1,634,422.34
2018-19	$5,416	58%	$3,485,644.44	$2,021,673.78
2019-20	$6,160	55%	$4,430,457.11	$2,436,751.41
2020-21	$6,160	55%	$5,057,832.78	$2,781,808.03

Teachers

Year	# of Teachers
2017-18	20
2018-19	21
2019-20	33
2020-21	35

IBCs Earned By Graduation Class

Year	# Certifications
2017-18	6/309
2018-19	105/365
2019-20	112/391
2020-21	207/392

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

Career & Technical Education

INDUSTRY BASED CERTIFICATIONS

AGRICULTURE, FOOD, AND NATURAL RESOURCES

- OSHA 30 Hour General Industry
- AWS SENSE Welding Level 1
- Texas Floral Design Level 1

ARTS, AV TECHNOLOGY & COMMUNICATIONS

- ACA Photoshop
- ACA Illustrator
- ACA Animate
- ACA Premiere Pro

AUTO TECH

- ASE Brakes
- ASE Engine Performance
- ASE Engine Repair
- ASE Suspension & Steering
- ASE Electrical
- ASE Heating & AC
- ASE Manual Drive Train & Axles
- ASE Automatic Transmission/Transaxles

BUSINESS & FINANCE

- MOS Word Specialist
- MOS Excel Specialist
- Intuit QuickBooks Certified User

CONSTRUCTION

- NCCER Core
- NCCER Carpentry
- AutoDesk Certified User Revit Architecture

EDUCATION & TRAINING

- Educational Aide I

HOSPITALITY & TOURISM

- ServSafe Food Handler*
- ServSafe Manager

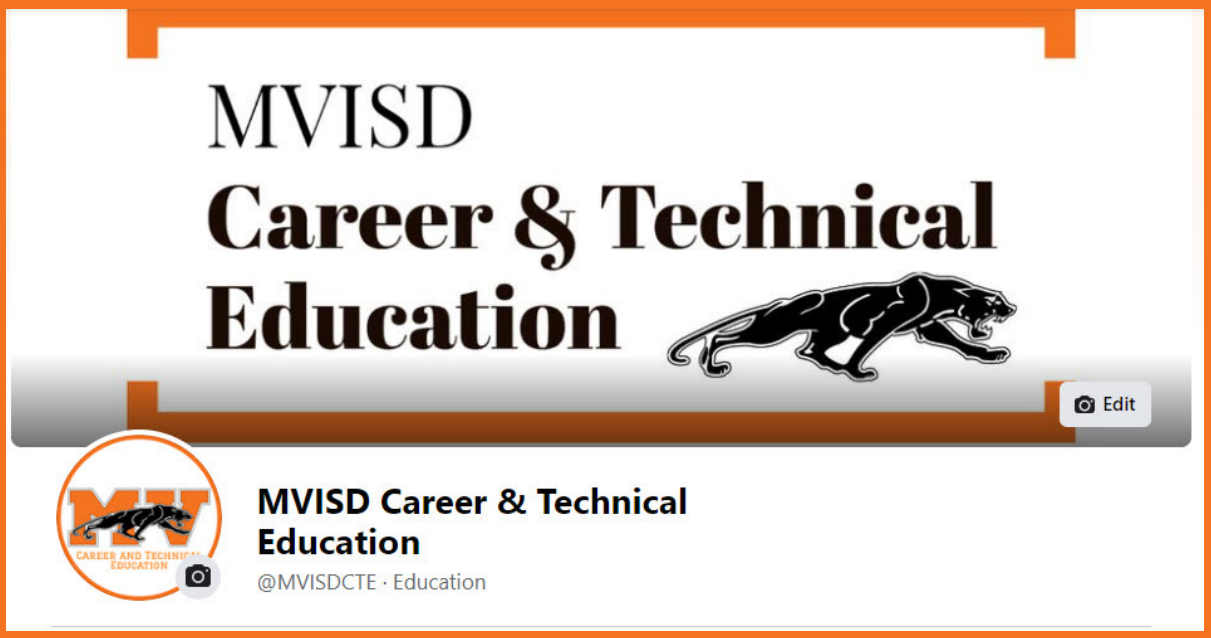
STEM - ENGINEERING

- AutoDesk Certified User AutoCAD
- AutoDesk Certified User Inventor

Students will be given the opportunity to earn certifications in these areas

*does not meet measure for CCMR

INSIGHT | EXPERIENCE | SUCCESS





CTE on Facebook



CTE Students Engaged



















"Every Child Deserves a Champion"

Construction Update

October 21, 2020

Fine Arts Expansion
(2.04 MM)



Fine Arts Addition
($2.04 MM)

- Roof Installation
- CMU Wall Installation
- Plumbing & Electrical Rough-In
- Door Frames

Fine Arts Addition
(Loading Dock/Scene Shop)



Fine Arts Addition
(Loading Dock/Scene Shop)



Fine Arts Addition
(Structural Steel)



Fine Arts Addition
(CMU Bock Walls)



Fine Arts Addition
(Existing Building Alignment)



Fine Arts Addition
(Existing Building Alignment)



Fine Arts Addition
(Internal Wall Masonry)



Fine Arts Addition



Target Completion Date → Dec. 30, 2020

High School
(Counseling Center Relocation)



High School
(Counseling Center Relocation)



High School
(Career & Tech Storage)



Ladera Elementary
(27.8 MM)

- Continuing Interior Block Wall and Rock Exterior
- Roof Panels Completed
- Ramp and Stage Poured
- Installing Base Material in Parent Parking Lot
- Wall Texture & Accent Wall Primer
- Plumbing & electrical rough-in is in progress

Ladera Elementary

(Overall Building)



Ladera Elementary
(Overall Building)



Ladera Elementary

(Main Entry Arch Framing & Furr Down)



Ladera Elementary
(Administrative Area)



Ladera Elementary
(HVAC Installation)



Ladera Elementary
(Electrical Rough-In)



Ladera Elementary
(Plumbing Rough-In)



Ladera Elementary
(Main Corridor Ramp)



Ladera Elementary
(Main Corridor Ramp)



Ladera Elementary
(Cafeteria)



Ladera Elementary
(Cafeteria Stage & Ramp)



Ladera Elementary

(Classroom Wall Insulation & Sheetrock)



Ladera Elementary

(Classroom Drywall Accent Wall)



Ladera Elementary
(Mechanical Room)



Ladera Elementary
(Mechanical Room)



Ladera Elementary
(Technology Room)



Ladera Elementary
(Mezzanine Guardrail)



Ladera Elementary

(Mezzanine Air Handling Units)



Ladera Elementary
(Parent Parking Lot)



Ladera Elementary
(1st Course Stone Exterior)



Ladera Elementary
(Ladera Stone)



Ladera Elementary
(Ladera Stone)



Ladera Elementary
(North Exterior Stone)



Ladera Elementary
(West Exterior Stone)



Ladera Elementary
(Exterior Stone)



Ladera Elementary
(Ladera Hills Collector Road)



Ladera Elementary
(Elementary #5)

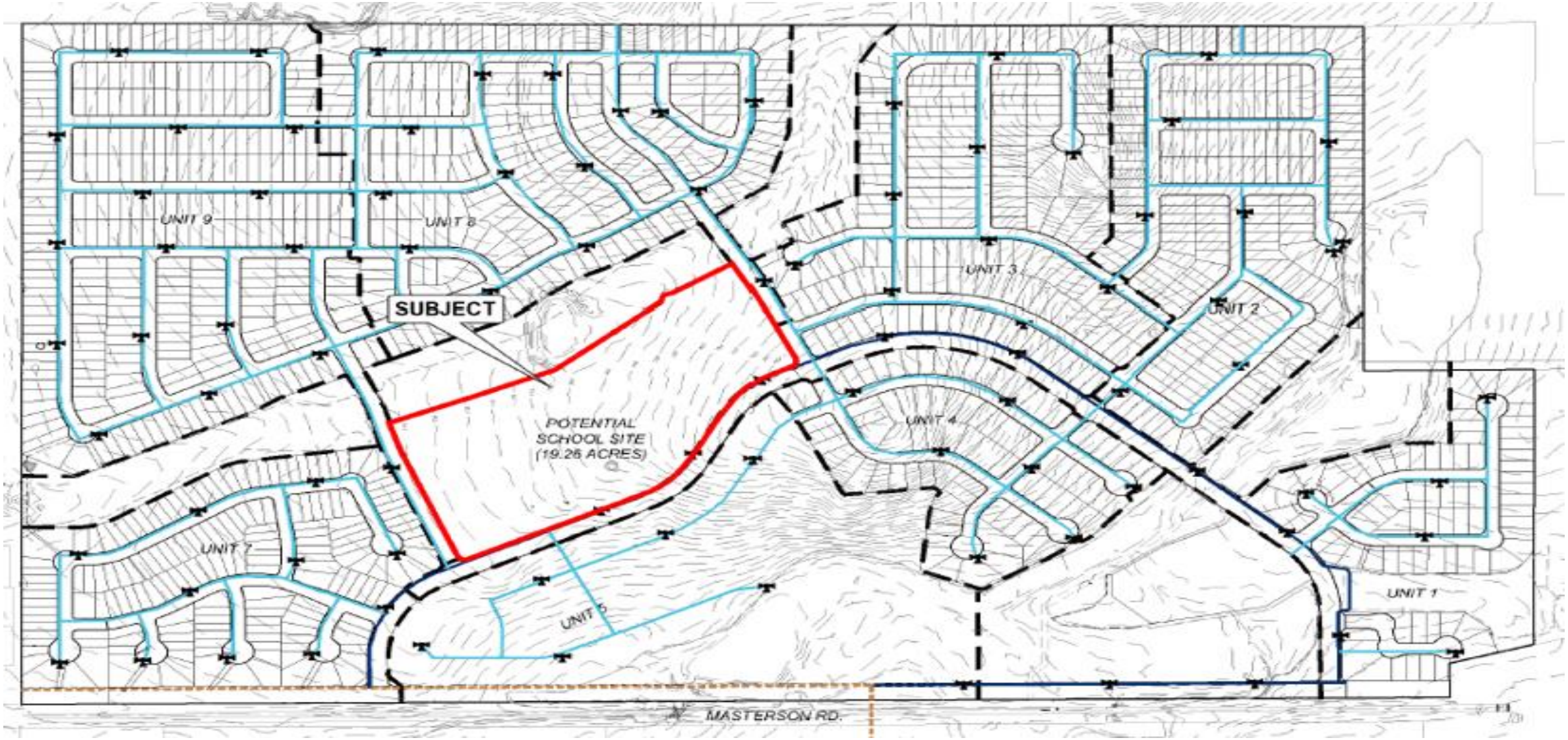


Target Completion Date → April 30, 2021

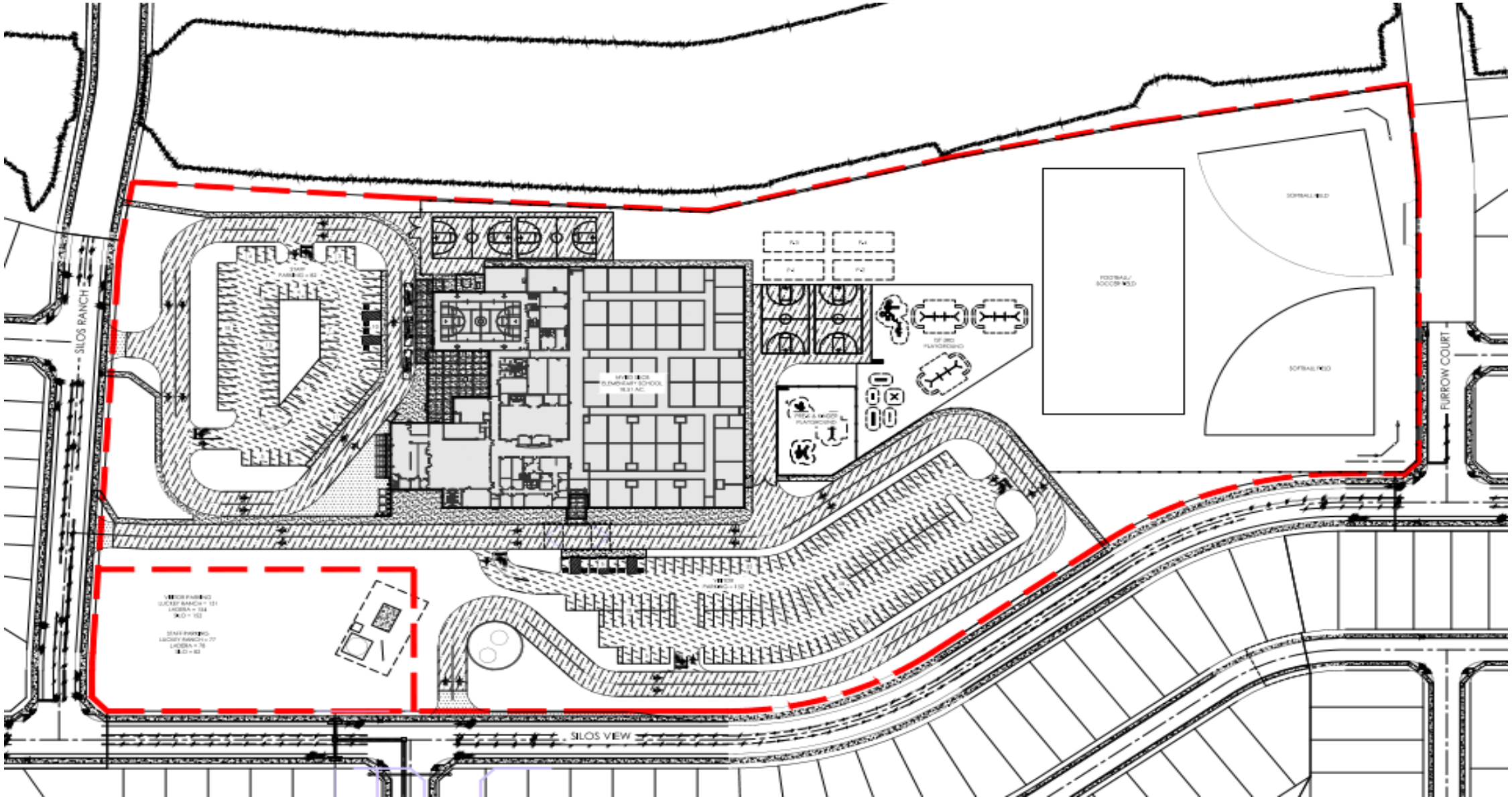
Elementary #6

- Silos Master Development
- Base Site Plan
- Building Overall Floor Plan

Elementary #6
(Silos Master Development)



Elementary #6
(Base Site Plan)



Elementary #6

(Building Overall Floor Plan)



SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT

	Estimated Revenues	Original Budget	Current Budget	Current Period Actual	YTD Actual	Estimated Revenue/ Encumbrance	Total Estimated Revenue/Expense	Balance	Current Year Percent Recognized	Prior Year Percent Recognized
5700	Local and Intermediate Revenues	$ 21,186,077	$ 21,186,077	$ 95,005	$ 95,005	$ 20,855,072	$ 20,950,077	$ 236,000	0.45%	0.37%
5800	**State Program Revenues**	**$ 31,983,066**	**$ 31,983,066**	**$ 4,259,528**	**$ 4,259,528**	**$ 27,249,538**	**$ 31,509,066**	**$ 474,000**	**13.32%**	**15.65%**
5900	Federal Revenues	$ 475,000	$ 475,000	$ 13,185	$ 13,185	$ 461,815	$ 475,000	$ -	2.78%	4.65%
	Total Revenues	**$ 53,644,143**	**$ 53,644,143**	**$ 4,367,718**	**$ 4,367,718**	**$ 48,566,425**	**$ 52,934,143**	**$ 710,000**	**8.14%**	**8.94%**
	Proposed Appropriations									
11	Instruction	$ 31,087,462	$ 31,087,462	$ 2,314,907	$ 2,314,907	$ 27,347,899	$ 29,662,805	$ 1,424,656	7.45%	7.75%
12	**Instructional Resourcesand Media Services**	**$ 521,698**	**$ 521,698**	**$ 36,104**	**$ 36,104**	**$ 434,411**	**$ 470,515**	**$ 51,183**	**6.92%**	**8.95%**
13	Curriculum and Instructional Staff Development	$ 666,022	$ 666,022	$ 36,226	$ 36,226	$ 370,142	$ 406,369	$ 259,653	5.44%	11.11%
21	**Instructional Leadership**	**$ 1,220,908**	**$ 1,220,908**	**$ 75,764**	**$ 75,764**	**$ 854,017**	**$ 929,781**	**$ 291,127**	**6.21%**	**7.88%**
23	School Leadership	$ 2,774,561	$ 2,774,561	$ 216,208	$ 216,208	$ 2,513,450	$ 2,729,658	$ 44,903	7.79%	8.40%
31	**Guidance, Counseling and Evaluation Services**	**$ 1,765,040**	**$ 1,765,040**	**$ 140,133**	**$ 140,133**	**$ 1,508,135**	**$ 1,648,268**	**$ 116,773**	**7.94%**	**9.60%**
32	Social Work Services	$ 451,229	$ 451,229	$ 33,772	$ 33,772	$ 398,631	$ 432,403	$ 18,826	7.48%	7.19%
33	**Health Services**	**$ 581,614**	**$ 581,614**	**$ 49,731**	**$ 49,731**	**$ 545,559**	**$ 595,290**	**$ (13,676)**	**8.55%**	**6.62%**
34	Student Transportation	$ 3,586,985	$ 3,586,985	$ 219,884	$ 219,884	$ 2,442,043	$ 2,661,927	$ 925,059	6.13%	7.70%
35	**Food Service**	**$ 44,247**	**$ 44,247**	**$ -**	**$ -**	**$ 44,247**	**$ 44,247**	**$ -**	**0.00%**	**0.00%**
36	Extracurricular Activities	$ 1,686,975	$ 1,686,975	$ 100,099	$ 100,099	$ 1,067,242	$ 1,167,341	$ 519,634	5.93%	5.95%
41	**General Administration**	**$ 1,582,333**	**$ 1,582,333**	**$ 100,949**	**$ 100,949**	**$ 1,063,777**	**$ 1,164,726**	**$ 417,607**	**6.38%**	**8.76%**
51	Facilities Maintenance and Operations	$ 6,700,000	$ 6,700,000	$ 360,441	$ 360,441	$ 4,226,649	$ 4,587,090	$ 2,112,910	5.38%	9.20%
52	**Security and Monitoring Services**	**$ 345,297**	**$ 345,297**	**$ 15,167**	**$ 15,167**	**$ 314,896**	**$ 330,063**	**$ 15,234**	**4.39%**	**1.56%**
53	Data Processing Services	$ 1,590,567	$ 1,590,567	$ 199,138	$ 199,138	$ 1,105,723	$ 1,304,861	$ 285,706	12.52%	7.03%
61	**Community Services**	**$ 25,483**	**$ 25,483**	**$ 1,499**	**$ 1,499**	**$ 19,841**	**$ 21,340**	**$ 4,143**	**5.88%**	**4.34%**
81	Facilities Acquisition and Construction	$ 75,000	$ 75,000	$ -	$ -	$ -	$ -	$ 75,000	0.00%	0.00%
95	**Payments to JJAEP**	**$ 5,000**	**$ 5,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 5,000**	**0.00%**	**0.00%**
99	Other Intergovernmental Charges	$ 400,000	$ 400,000	$ 96,055	$ 96,055	$ -	$ 96,055	$ 303,945	92.71%	22.70%
	Totals	**$ 55,110,422**	**$ 55,110,422**	**$ 3,996,078**	**$ 3,996,078**	**$ 44,256,662**	**$ 48,252,740**	**$ 6,857,682**	**7.25%**	**8.03%**
	Current Year Estimated Surplus/Deficit	**$ (1,466,279)**	**$ (1,466,279)**							
	Beginning Year Fund Balance									
	Projected End of Year Fund Balance									

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Realized Expenses Only)

	Estimated Revenues	Original Budget	Current Budget	September	October	November	YTD Actual	Balance
5700	Local and Intermediate Revenues	$ 21,186,077	$ 21,186,077	$ 95,005	$ -	$ -	$ 95,005	$21,091,072
5800	**State Program Revenues**	**$ 31,983,066**	**$ 31,983,066**	**$ 4,259,528**	**$ -**	**$ -**	**$4,259,528**	**$27,723,538**
5900	Federal Revenues	$ 475,000	$ 475,000	$ 13,185	$ -	$ -	$ 13,185	$ 461,815
	Total Revenues	**$ 53,644,143**	**$ 53,644,143**	**$ 4,367,718**	**$ -**	**$ -**	**$4,367,718**	**$49,276,425**
	Proposed Appropriations							
11	Instruction	$ 31,087,462	$ 31,087,462	$ 2,314,907	$ -	$ -	$2,314,907	$28,772,555
12	**Instructional Resourcesand Media Services**	**$ 521,698**	**$ 521,698**	**$ 36,104**	**$ -**	**$ -**	**$ 36,104**	**$ 485,594**
13	Curriculum and Instructional Staff Development	$ 666,022	$ 666,022	$ 36,226	$ -	$ -	$ 36,226	$ 629,796
21	**Instructional Leadership**	**$ 1,220,908**	**$ 1,220,908**	**$ 75,764**	**$ -**	**$ -**	**$ 75,764**	**$ 1,145,144**
23	School Leadership	$ 2,774,561	$ 2,774,561	$ 216,208	$ -	$ -	$ 216,208	$ 2,558,353
31	**Guidance, Counseling and Evaluation Services**	**$ 1,765,040**	**$ 1,765,040**	**$ 140,133**	**$ -**	**$ -**	**$ 140,133**	**$ 1,624,907**
32	Social Work Services	$ 451,229	$ 451,229	$ 33,772	$ -	$ -	$ 33,772	$ 417,457
33	**Health Services**	**$ 581,614**	**$ 581,614**	**$ 49,731**	**$ -**	**$ -**	**$ 49,731**	**$ 531,883**
34	Student Transportation	$ 3,586,985	$ 3,586,985	$ 219,884	$ -	$ -	$ 219,884	$ 3,367,101
35	**Food Service**	**$ 44,247**	**$ 44,247**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 44,247**
36	Extracurricular Activities	$ 1,686,975	$ 1,686,975	$ 100,099	$ -	$ -	$ 100,099	$ 1,586,876
41	**General Administration**	**$ 1,582,333**	**$ 1,582,333**	**$ 100,949**	**$ -**	**$ -**	**$ 100,949**	**$ 1,481,384**
51	Facilities Maintenance and Operations	$ 6,700,000	$ 6,700,000	$ 360,441	$ -	$ -	$ 360,441	$ 6,339,559
52	**Security and Monitoring Services**	**$ 345,297**	**$ 345,297**	**$ 15,167**	**$ -**	**$ -**	**$ 15,167**	**$ 330,130**
53	Data Processing Services	$ 1,590,567	$ 1,590,567	$ 199,138	$ -	$ -	$ 199,138	$ 1,391,429
61	**Community Services**	**$ 25,483**	**$ 25,483**	**$ 1,499**	**$ -**	**$ -**	**$ 1,499**	**$ 23,984**
81	Facilities Acquisition and Construction	$ 75,000	$ 75,000	$ -	$ -	$ -	$ -	$ 75,000
95	**Payments to JJAEP**	**$ 5,000**	**$ 5,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 5,000**
99	Other Intergovernmental Charges	$ 400,000	$ 400,000	$ 96,055	$ -	$ -	$ 96,055	$ 303,945
	Totals	**$ 55,110,422**	**$ 55,110,422**	**$ 3,996,078**	**$ -**	**$ -**	**$3,996,078**	**$51,114,344**
	Current Year Estimated Surplus/Deficit	**$ (1,466,279)**	**$ (1,466,279)**					
	Beginning Year Fund Balance							
	Projected End of Year Fund Balance							

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
PROPERTY TAX COLLECTIONS BY TYPE

TAX COLLECTIONS

M&O Taxes	Tax Levy/ Beginning Balance	Cumulative Adjustment	Adjusted Levy	Current Month Collections	YTD Collections	YTD Discount	YTD Other Adjustment	Uncollected Balance	Current Year Collections	Prior Year Collections
2020 Tax Levy	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%	$ -
Delinquent Tax Years	$ 1,149,338	$ -	$ 1,149,338	$ 64,906	$ 64,906	$ -	$ 4	$ 1,084,436	5.65%	$ -
	$ 1,149,338	$ -	$ 1,149,338	$ 64,906	$ 64,906	$ -	$ 4	$ 1,084,436	5.65%	$ -

I&S Taxes	Beginning Balance	Cumulative Adjustment	Adjusted Levy	Month Collections	YTD Collections	YTD Discount	YTD Other Adjustment	Uncollected Balance	Current Year Collections	Prior Year Collections
2020 Tax Levy	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%	$ -
Delinquent Tax Years	$ 420,363	$ -	$ 420,363	$ 26,715	$ 26,715	$ -	$ -	$ 393,648	6.36%	$ -
	$ 420,363	$ -	$ 420,363	$ 26,715	$ 26,715	$ -	$ -	$ 393,648	6.36%	$ -

Total Tax Collections	Beginning Balance	Cumulative Adjustment	Adjusted Levy	Month Collections	YTD Collections	YTD Discount	YTD Other Adjustment	Uncollected Balance	Current Year Collections	Prior Year Collections
2020 Tax Levy	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%	$ -
Delinquent Tax Years	$ 1,569,701	$ -	$ 1,569,701	$ 91,621	$ 91,621	$ -	$ 4	$ 1,478,084	5.84%	$ -
	$ 1,569,701	$ -	$ 1,569,701	$ 91,621	$ 91,621	$ -	$ 4	$ 1,478,084	5.84%	$ -

TAX COLLECTIONS SUMMARY

	Current Year				Prior Year			
M&O Collections	Budget	Current Month	YTD	% Collected	Budget	Current Month	YTD	% Collected
Current Year Tax	$ 20,631,077	$ -		0.00%	$ 21,131,000	$ -	$ -	0.00%
Delinquent Tax Years	$ 200,000	$ 64,906	$ 64,906	32.45%	$ 217,000	$ -	$ -	0.00%
Interest	$ 200,000	$ 14,815	$ 14,815	7.41%	$ 217,000	$ -	$ -	0.00%
	$ 21,031,077	$ 79,721	$ 79,721	0.38%	$ 21,565,000	$ -	$ -	0.00%

	Current Year				Prior Year			
I&S Collections	Budget	Current Month	YTD	% Collected	Budget	Current Month	YTD	% Collected
Current Year Tax	$ 12,100,706	$ -	$ -	0.00%	$ 9,568,098	$ -	$ -	0.00%
Delinquent Tax Years	$ 90,000	$ 26,715	$ 26,715	29.68%	$ 90,000	$ -	$ -	0.00%
Interest	$ 100,000	$ 5,619	$ 5,619	5.62%	$ 80,000	$ -	$ -	0.00%
	$ 12,290,706	$ 32,335	$ 32,335	0.26%	$ 9,738,098	$ -	$ -	0.00%

	Current Year				Prior Year			
Total Tax Collections	Budget	Current Month	YTD	% Collected	Budget	Current Month	YTD	% Collected
Current Year Tax	$ 32,714,783	$ -	$ -	0.00%	$ 30,699,098	$ -	$ -	0.00%
Delinquent Tax Years	$ 300,000	$ 91,621	$ 91,621	30.54%	$ 307,000	$ -	$ -	0.00%
Interest	$ 300,000	$ 20,434	$ 20,434	6.81%	$ 297,000	$ -	$ -	0.00%
	$ 33,314,783	$ 112,056	$ 112,056	0.34%	$ 31,303,098	$ -	$ -	0.00%

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
PROPERTY TAX COLLECTIONS

M&O Collections	Adjusted Levy	September	October	November	YTD Actual	Percent Collected
2020 Tax Levy	$ -	$ -	$ -	$ -	$ -	0.00%
Delinquent Tax Years	$ 1,149,338	$ 64,906	$ -	$ -	$ 64,906	5.65%
	$ 1,149,338	$ 64,906	$ -	$ -	$ 64,906	5.65%

I&S Collections	Adjusted Levy	September	October	November	YTD Actual	Percent Collected
2020 Tax Levy	$ -	$ -	$ -	$ -	$ -	0.00%
Delinquent Tax Years	$ 420,363	$ 26,715	$ -	$ -	$ 26,715	6.36%
	$ 420,363	$ 26,715	$ -	$ -	$ 26,715	6.36%

Total Tax Collections	Adjusted Levy	September	October	November	YTD Actual	Percent Collected
2020 Tax Levy	$ -	$ -	$ -	$ -	$ -	0.00%
Delinquent Tax Years	$ 1,569,701	$ 91,621	$ -	$ -	$ 91,621	5.84%
	$ 1,569,701	$ 91,621	$ -	$ -	$ 91,621	5.84%

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
BY OBJECT

Object	Budget	Current Period Actuals	YTD Actuals	Estimated Encumbrance	Total Estimated Revenue/Expense	Balance	Current YTD % Recongized	Prior YTD % Recongized
6100 - Wages and Benefits	$ 45,219,704	$ 3,462,424	$ 3,462,424	$ 41,366,780	$ 44,829,204	$ 390,500	7.66%	8.05%
6200 - Contracted Services	**$ 4,411,690**	**$ 162,214**	**$ 162,214**	**$ 1,318,415**	**$ 1,480,629**	**$ 2,931,061**	**3.68%**	**5.21%**
6300 - Supplies and Materials	$ 3,336,030	$ 314,863	$ 314,863	$ 914,714	$ 1,229,578	$ 2,106,452	9.44%	4.02%
6400 - Travel and Miscellaneous	**$ 1,298,948**	**$ 56,576**	**$ 56,576**	**$ 624,497**	**$ 681,073**	**$ 617,875**	**4.36%**	**35.36%**
6600 - Capital Outlay	$ 844,050	$ -	$ -	$ 32,255	$ 32,255	$ 811,795	0.00%	0.00%
TOTAL	**$ 55,110,422**	**$ 3,996,078**	**$ 3,996,078**	**$ 44,256,661**	**$ 48,252,739**	**$ 6,857,683**	**7.25%**	**8.03%**

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
BY OBJECT AND BY FUNCTION
(Realized Expenses Only)

	Proposed Appropriations	Original Budget	Current Budget	Wages/ Benefits (6100)	Contracted Services (6200)	Supplies/ Materials (6300)	Travel/ Misc (6400)	Capital Outlay (6600)	YTD Actual	Balance
11	Instruction	$ 31,087,462	$ 31,087,462	$ 2,206,884	$ 5,628	$ 102,372	$ 23	$ -	$2,314,907	$28,772,555
12	**Instructional Resourcesand Media Services**	**$ 521,698**	**$ 521,698**	**$ 33,860**	**$ -**	**$ 2,244**	**$ -**	**$ -**	**$ 36,104**	**$ 485,594**
13	Curriculum and Instructional Staff Development	$ 666,022	$ 666,022	$ 30,671	$ -	$ 190	$ 5,365	$ -	$ 36,226	$ 629,796
21	**Instructional Leadership**	**$ 1,220,908**	**$ 1,220,908**	**$ 70,229**	**$ 1,141**	**$ 1,232**	**$ 3,162**	**$ -**	**$ 75,764**	**$ 1,145,144**
23	School Leadership	$ 2,774,561	$ 2,774,561	$ 210,693	$ 2,302	$ 2,679	$ 534	$ -	$ 216,208	$ 2,558,353
31	**Guidance, Counseling and Evaluation Services**	**$ 1,765,040**	**$ 1,765,040**	**$ 123,601**	**$ 534**	**$ 15,660**	**$ 338**	**$ -**	**$ 140,133**	**$ 1,624,907**
32	Social Work Services	$ 451,229	$ 451,229	$ 33,772	$ -	$ -	$ -	$ -	$ 33,772	$ 417,457
33	**Health Services**	**$ 581,614**	**$ 581,614**	**$ 47,577**	**$ 225**	**$ 1,324**	**$ 605**	**$ -**	**$ 49,731**	**$ 531,883**
34	Student Transportation	$ 3,586,985	$ 3,586,985	$ 180,247	$ 723	$ 38,140	$ 774	$ -	$ 219,884	$ 3,367,101
35	**Food Service**	**$ 44,247**	**$ 44,247**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 44,247**
36	Extracurricular Activities	$ 1,686,975	$ 1,686,975	$ 62,104	$ 2,818	$ 9,637	$25,540	$ -	$ 100,099	$ 1,586,876
41	**General Administration**	**$ 1,582,333**	**$ 1,582,333**	**$ 75,438**	**$ 4,994**	**$ 7,712**	**$12,805**	**$ -**	**$ 100,949**	**$ 1,481,384**
51	Facilities Maintenance and Operations	$ 6,700,000	$ 6,700,000	$ 291,825	$ 41,883	$ 25,949	$ 785	$ -	$ 360,441	$ 6,339,559
52	**Security and Monitoring Services**	**$ 345,297**	**$ 345,297**	**$ 3,332**	**$ 5,835**	**$ -**	**$ 6,000**	**$ -**	**$ 15,167**	**$ 330,130**
53	Data Processing Services	$ 1,590,567	$ 1,590,567	$ 90,692	$ 76	$ 107,724	$ 645	$ -	$ 199,138	$ 1,391,429
61	**Community Services**	**$ 25,483**	**$ 25,483**	**$ 1,499**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,499**	**$ 23,984**
81	Facilities Acquisition and Construction	$ 75,000	$ 75,000	$ -	$ -	$ -	$ -	$ -	$ -	$ 75,000
95	**Payments to JJAEP**	**$ 5,000**	**$ 5,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 5,000**
99	Other Intergovernmental Charges	$ 400,000	$ 400,000	$ -	$ 96,055	$ -	$ -	$ -	$ 96,055	$ 303,945
	Totals	**$55,110,422**	**$55,110,422**	**$3,462,424**	**$ 162,214**	**$ 314,863**	**$56,576**	**$ -**	**$3,996,078**	**$51,114,344**

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
WAGES AND BENEFITS BY FUNCTION
(Realized Expenses Only)

	Appropriations	Original Budget	Current Budget	September	October	November	YTD Actual	Balance
11	Instruction	$ 28,856,970	$ 28,856,970	$ 2,206,884	$ -	$ -	$2,206,884	$26,650,086
12	**Instructional Resourcesand Media Services**	**$ 422,971**	**$ 422,971**	**$ 33,860**	**$ -**	**$ -**	**$ 33,860**	**$ 389,111**
13	Curriculum and Instructional Staff Development	$ 372,225	$ 372,225	$ 30,671	$ -	$ -	$ 30,671	$ 341,554
21	**Instructional Leadership**	**$ 1,044,376**	**$ 1,044,376**	**$ 70,229**	**$ -**	**$ -**	**$ 70,229**	**$ 974,147**
23	School Leadership	$ 2,635,039	$ 2,635,039	$ 210,693	$ -	$ -	$ 210,693	$ 2,424,346
31	**Guidance, Counseling and Evaluation Services**	**$ 1,586,724**	**$ 1,586,724**	**$ 123,601**	**$ -**	**$ -**	**$ 123,601**	**$ 1,463,123**
32	Social Work Services	$ 447,634	$ 447,634	$ 33,772	$ -	$ -	$ 33,772	$ 413,862
33	**Health Services**	**$ 557,414**	**$ 557,414**	**$ 47,577**	**$ -**	**$ -**	**$ 47,577**	**$ 509,837**
34	Student Transportation	$ 2,417,257	$ 2,417,257	$ 180,247	$ -	$ -	$ 180,247	$ 2,237,011
35	**Food Service**	**$ 44,247**	**$ 44,247**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 44,247**
36	Extracurricular Activities	$ 764,601	$ 764,601	$ 62,104	$ -	$ -	$ 62,104	$ 702,497
41	**General Administration**	**$ 1,074,183**	**$ 1,074,183**	**$ 75,438**	**$ -**	**$ -**	**$ 75,438**	**$ 998,745**
51	Facilities Maintenance and Operations	$ 3,844,830	$ 3,844,830	$ 291,825	$ -	$ -	$ 291,825	$ 3,553,005
52	**Security and Monitoring Services**	**$ 58,147**	**$ 58,147**	**$ 3,332**	**$ -**	**$ -**	**$ 3,332**	**$ 54,815**
53	Data Processing Services	$ 1,072,703	$ 1,072,703	$ 90,692	$ -	$ -	$ 90,692	$ 982,011
61	**Community Services**	**$ 20,383**	**$ 20,383**	**$ 1,499**	**$ -**	**$ -**	**$ 1,499**	**$ 18,884**
81	Facilities Acquisition and Construction	$ -	$ -	$ -	$ -	$ -	$ -	$ -
95	**Payments to JJAEP**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
99	Other Intergovernmental Charges	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Totals	**$ 45,219,704**	**$ 45,219,704**	**$ 3,462,424**	**$ -**	**$ -**	**$3,462,424**	**$41,757,280**

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
CONTRACTED SERVICES BY FUNCTION
(Realized Expenses Only)

	Appropriations	Original Budget	Current Budget	September	October	November	YTD Actual	Balance
11	Instruction	$ 941,104	$ 941,104	$ 5,628	$ -	$ -	$ 5,628	$ 935,476
12	**Instructional Resourcesand Media Services**	**$ 1,572**	**$ 1,572**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,572**
13	Curriculum and Instructional Staff Development	$ 112,761	$ 112,761	$ -	$ -	$ -	$ -	$ 112,761
21	**Instructional Leadership**	**$ 82,031**	**$ 82,031**	**$ 1,141**	**$ -**	**$ -**	**$ 1,141**	**$ 80,890**
23	School Leadership	$ 33,085	$ 33,085	$ 2,302	$ -	$ -	$ 2,302	$ 30,783
31	**Guidance, Counseling and Evaluation Services**	**$ 71,041**	**$ 71,041**	**$ 534**	**$ -**	**$ -**	**$ 534**	**$ 70,507**
32	Social Work Services		$ -		$ -	$ -	$ -	$ -
33	**Health Services**	**$ 5,500**	**$ 5,500**	**$ 225**	**$ -**	**$ -**	**$ 225**	**$ 5,275**
34	Student Transportation	$ 86,000	$ 86,000	$ 723	$ -	$ -	$ 723	$ 85,277
35	**Food Service**		**$ -**		**$ -**	**$ -**	**$ -**	**$ -**
36	Extracurricular Activities	$ 236,870	$ 236,870	$ 2,818	$ -	$ -	$ 2,818	$ 234,053
41	**General Administration**	**$ 222,750**	**$ 222,750**	**$ 4,994**	**$ -**	**$ -**	**$ 4,994**	**$ 217,756**
51	Facilities Maintenance and Operations	$ 1,849,766	$ 1,849,766	$ 41,883	$ -	$ -	$ 41,883	$ 1,807,883
52	**Security and Monitoring Services**	**$ 263,000**	**$ 263,000**	**$ 5,835**	**$ -**	**$ -**	**$ 5,835**	**$ 257,165**
53	Data Processing Services	$ 25,883	$ 25,883	$ 76	$ -	$ -	$ 76	$ 25,807
61	**Community Services**	**$ 327**	**$ 327**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 327**
81	Facilities Acquisition and Construction	$ 75,000	$ 75,000	$ -	$ -	$ -	$ -	$ 75,000
95	**Payments to JJAEP**	**$ 5,000**	**$ 5,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 5,000**
99	Other Intergovernmental Charges	$ 400,000	$ 400,000	$ 96,055	$ -	$ -	$ 96,055	$ 303,945
	Totals	**$ 4,411,690**	**$ 4,411,690**	**$ 162,214**	**$ -**	**$ -**	**$ 162,214**	**$ 4,249,476**

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
SUPPLIES AND MATERIALS BY FUNCTION
(Realized Expenses Only)

Appropriations		Original Budget	Current Budget	September	October	November	YTD Actual	Balance
11	Instruction	$ 1,153,746	$ 1,153,746	$ 102,372	$ -	$ -	$ 102,372	$ 1,051,375
12	**Instructional Resources/ Media Services**	**$ 92,719**	**$ 92,719**	**$ 2,244**	**$ -**	**$ -**	**$ 2,244**	**$ 90,475**
13	Curriculum and Instructional Staff Development	$ 83,008	$ 83,008	$ 190	$ -	$ -	$ 190	$ 82,818
21	**Instructional Leadership**	**$ 64,230**	**$ 64,230**	**$ 1,232**	**$ -**	**$ -**	**$ 1,232**	**$ 62,998**
23	School Leadership	$ 51,538	$ 51,538	$ 2,679	$ -	$ -	$ 2,679	$ 48,859
31	**Guidance, Counseling and Evaluation Services**	**$ 82,260**	**$ 82,260**	**$ 15,660**	**$ -**	**$ -**	**$ 15,660**	**$ 66,600**
32	Social Work Services	$ 2,233	$ 2,233	$ -	$ -	$ -	$ -	$ 2,233
33	**Health Services**	**$ 16,895**	**$ 16,895**	**$ 1,324**	**$ -**	**$ -**	**$ 1,324**	**$ 15,571**
34	Student Transportation	$ 578,800	$ 578,800	$ 38,140	$ -	$ -	$ 38,140	$ 540,660
35	**Food Service**		**$ -**		**$ -**	**$ -**	**$ -**	**$ -**
36	Extracurricular Activities	$ 188,318	$ 188,318	$ 9,637	$ -	$ -	$ 9,637	$ 178,681
41	**General Administration**	**$ 124,200**	**$ 124,200**	**$ 7,712**	**$ -**	**$ -**	**$ 7,712**	**$ 116,488**
51	Facilities Maintenance and Operations	$ 463,500	$ 463,500	$ 25,949	$ -	$ -	$ 25,949	$ 437,551
52	**Security and Monitoring Services**	**$ 14,950**	**$ 14,950**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 14,950**
53	Data Processing Services	$ 418,632	$ 418,632	$ 107,724	$ -	$ -	$ 107,724	$ 310,908
61	**Community Services**	**$ 1,000**	**$ 1,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,000**
81	Facilities Acquisition and Construction	$ -	$ -	$ -	$ -	$ -	$ -	$ -
95	**Payments to JJAEP**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
99	Other Intergovernmental Charges	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Totals	**$ 3,336,030**	**$ 3,336,030**	**$ 314,863**	**$ -**	**$ -**	**$ 314,863**	**$ 3,021,167**

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
TRAVEL AND MISCELLANEOUS BY FUNCTION
(Realized Expenses Only)

Appropriations		Original Budget	Current Budget	September	October	November	YTD Actual	Balance
11	Instruction	$ 50,642	$ 50,642	$ 23	$ -	$ -	$ 23	$ 50,619
12	**Instructional Resourcesand Media Services**	**$ 4,437**	**$ 4,437**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 4,437**
13	Curriculum and Instructional Staff Development	$ 98,028	$ 98,028	$ 5,365	$ -	$ -	$ 5,365	$ 92,662
21	**Instructional Leadership**	**$ 30,271**	**$ 30,271**	**$ 3,162**	**$ -**	**$ -**	**$ 3,162**	**$ 27,109**
23	School Leadership	$ 54,899	$ 54,899	$ 534	$ -	$ -	$ 534	$ 54,365
31	**Guidance, Counseling and Evaluation Services**	**$ 25,015**	**$ 25,015**	**$ 338**	**$ -**	**$ -**	**$ 338**	**$ 24,677**
32	Social Work Services	$ 1,362	$ 1,362	$ -	$ -	$ -	$ -	$ 1,362
33	**Health Services**	**$ 1,805**	**$ 1,805**	**$ 605**	**$ -**	**$ -**	**$ 605**	**$ 1,200**
34	Student Transportation	$ (15,072)	$ (15,072)	$ 774	$ -	$ -	$ 774	$ (15,846)
35	**Food Service**		**$ -**		**$ -**	**$ -**	**$ -**	**$ -**
36	Extracurricular Activities	$ 450,011	$ 450,011	$ 25,540	$ -	$ -	$ 25,540	$ 424,471
41	**General Administration**	**$ 161,200**	**$ 161,200**	**$ 12,805**	**$ -**	**$ -**	**$ 12,805**	**$ 148,395**
51	Facilities Maintenance and Operations	$ 411,904	$ 411,904	$ 785	$ -	$ -	$ 785	$ 411,119
52	**Security and Monitoring Services**	**$ 9,200**	**$ 9,200**	**$ 6,000**	**$ -**	**$ -**	**$ 6,000**	**$ 3,200**
53	Data Processing Services	$ 11,474	$ 11,474	$ 645	$ -	$ -	$ 645	$ 10,829
61	**Community Services**	**$ 3,773**	**$ 3,773**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 3,773**
81	Facilities Acquisition and Construction	$ -	$ -	$ -	$ -	$ -	$ -	$ -
95	**Payments to JJAEP**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
99	Other Intergovernmental Charges	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Totals	**$ 1,298,948**	**$ 1,298,948**	**$ 56,576**	**$ -**	**$ -**	**$ 56,576**	**$ 1,242,371**

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
CAPITAL OUTLAY BY FUNCTION
(Realized Expenses Only)

Appropriations		Original Budget	Current Budget	September	October	November	YTD Actual	Balance
11	Instruction	$ 85,000	$ 85,000	$ -	$ -	$ -	$ -	$ 85,000
12	**Instructional Resourcesand Media Services**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
13	Curriculum and Instructional Staff Development	$ -	$ -	$ -	$ -	$ -	$ -	$ -
21	**Instructional Leadership**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
23	School Leadership	$ -	$ -	$ -	$ -	$ -	$ -	$ -
31	**Guidance, Counseling and Evaluation Services**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
32	Social Work Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -
33	**Health Services**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
34	Student Transportation	$ 520,000	$ 520,000	$ -	$ -	$ -	$ -	$ 520,000
35	**Food Service**		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
36	Extracurricular Activities	$ 47,175	$ 47,175	$ -	$ -	$ -	$ -	$ 47,175
41	**General Administration**		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
51	Facilities Maintenance and Operations	$ 130,000	$ 130,000	$ -	$ -	$ -	$ -	$ 130,000
52	**Security and Monitoring Services**		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
53	Data Processing Services	$ 61,875	$ 61,875	$ -	$ -	$ -	$ -	$ 61,875
61	**Community Services**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
81	Facilities Acquisition and Construction	$ -	$ -	$ -	$ -	$ -	$ -	$ -
95	**Payments to JJAEP**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
99	Other Intergovernmental Charges	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Totals	**$ 844,050**	**$ 844,050**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 844,050**

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
FOOD SERVICE FUND FINANCIAL STATEMENT

	Estimated Revenues	Original Budget	Current Budget	Current Period Actual	YTD Actual	Estimated Revenue/ Encumbrance	Balance	Current Year Percent Recognized	Prior Year Percent Recognized
5700	Local and Intermediate Revenues	$ 777,629	$ 777,629	$ 11,000	$ 11,000	$ -	$ 766,629	1.41%	11.01%
5800	**State Program Revenues**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**0.00%**	**0.00%**
5900	Federal Revenues	$ 1,795,926	$ 1,795,926	$ 3,687	$ 3,687	$ -	$ 1,792,239	0.21%	7.47%
	Total Revenues	**$ 2,573,555**	**$ 2,573,555**	**$ 14,687**	**$ 14,687**	**$ -**	**$ 2,558,868**	**0.57%**	**8.66%**
	Proposed Appropriations								
11	**Instruction**								
12	Instructional Resourcesand Media Services								
13	**Curriculum and Instructional Staff Development**								
21	Instructional Leadership								
23	**School Leadership**								
31	Guidance, Counseling and Evaluation Services								
32	**Social Work Services**								
33	Health Services								
34	**Student Transportation**								
35	Food Service	$ 2,573,555	$ 2,573,555	$ 192,572	$ 192,572	$ -	$ 2,380,983	7.48%	13.82%
36	**Extracurricular Activities**								
41	General Administration								
51	**Facilities Maintenance and Operations**								
52	Security and Monitoring Services								
53	**Data Processing Services**								
61	Community Services								
81	**Facilities Acquisition and Construction**								
95	Payments to JJAEP								
99	**Other Intergovernmental Charges**								
	Totals	**$ 2,573,555**	**$ 2,573,555**	**$ 192,572**	**$ 192,572**	**$ -**	**$ 2,380,983**	**7.48%**	**13.82%**

Current Year Estimated Surplus/Deficit	**$ -**	**$ -**
Beginning Fund Balance		**$ -**
Projected End of Year Fund Balance		**$ -**

SEPTEMBER 2020
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
DEBT SERVICE FUND FINANCIAL STATEMENT

	Estimated Revenues	Original Budget	Current Budget	Current Period Actual	YTD Actual	Estimated Revenue/ Encumbrance	Balance	Current Year Percent Recognized	Prior Year Percent Recognized
5700	Local and Intermediate Revenues	$12,290,706	$ 12,290,706	$ 30,091	$ 30,091	$ -	$ 12,260,615	0.24%	0.07%
5800	**State Program Revenues**	**$ 119,594**	**$ 119,594**	**$ -**	**$ -**	**$ -**	**$ 119,594**	**0.00%**	**0.00%**
5900	Federal Revenues	$ -	$ -	$ -	$ -	$ -	$ -	0.00%	0.00%
	Total Revenues	**$12,410,300**	**$ 12,410,300**	**$ 30,091**	**$ 30,091**	**$ -**	**$12,380,209**	**0.24%**	**0.07%**
	Proposed Appropriations								
11	Instruction								
12	**Instructional Resourcesand Media Services**								
13	Curriculum and Instructional Staff Development								
21	**Instructional Leadership**								
23	School Leadership								
31	**Guidance, Counseling and Evaluation Services**								
32	Social Work Services								
33	**Health Services**								
34	Student Transportation								
35	**Food Service**								
36	Extracurricular Activities								
41	**General Administration**								
51	Facilities Maintenance and Operations								
52	**Security and Monitoring Services**								
53	Data Processing Services								
61	**Community Services**								
71	Debt Service	$12,410,300	$ 12,410,300	$ -	$ -	$ -	$ 12,410,300	0.00%	0.02%
81	**Facilities Acquisition and Construction**								
95	Payments to JJAEP								
99	**Other Intergovernmental Charges**								
	Totals	**$12,410,300**	**$ 12,410,300**	**$ -**	**$ -**	**$ -**	**$12,410,300**	**0.00%**	**0.02%**

Current Year Estimated Surplus/Deficit	**$ -**	**$ -**
Beginning Year Fund Balance	**$ 2,228,080**	**$ 2,228,080**
Projected End of Year Fund Balance	$ 2,228,080	$ 2,228,080

Check Register for September 2020

Distribution Fund	Check Date	Vendor Name	Transaction Amount
1991	09/02/2020	BARTLETT COCKE GENERAL CONTRACTORS	$1,476,406.40
1991	09/04/2020	CASTROVILLE TRUE VALUE	$578.32
1991	09/04/2020	CED INC/COLUMBIA ELECTRIC SUPPLY	$68.57
1991	09/04/2020	EDUCATION SERVICE CENTER REGION XX	$889.00
1991	09/04/2020	EDUCATIONAL TECHNOLOGY LEARNING	$7,500.00
1991	09/04/2020	FLINN SCIENTIFIC INC	$295.80
1991	09/04/2020	HONDO ANVIL HERALD	$252.00
1991	09/04/2020	SANIVAC INC	$1,780.00
1991	09/04/2020	TEX ASSN OF SCHOOL BOARDS-TASB, INC	$1,300.00
1991	09/04/2020	TEXAS DEPT OF PUBLIC SAFETY	$21.00
1991	09/04/2020	VIVROUX SPORTING GOODS	$72.00
1991	09/04/2020	WELDERS SUPPLY CO	$13.00
1991	09/04/2020	AHR'S FLOWER SHOP	$60.00
1991	09/04/2020	FAMILY PARTS COMPANY INC	$175.81
1991	09/04/2020	FAST GROWTH SCHOOL COALITION	$1,500.00
1991	09/04/2020	INDUSTRIAL COMMUNICATIONS	$2,630.00
1991	09/04/2020	MEDINA VALLEY I.S.D.	$236,192.00
1991	09/04/2020	THE UNIVERSITY OF TX AT AUSTIN, UIL	$2,250.00
1991	09/04/2020	KYLE C SANDVIG	$45.00
1991	09/04/2020	NORTH PARK CASTROVILLE MOTORS, INC.	$155.86
1991	09/04/2020	POSITIVE PROMOTIONS, INC	$969.64
1991	09/04/2020	DPC INDUSTRIES, INC.	$157.13
7711	09/04/2020	MISC	$1,030.25
1991	09/04/2020	O'REILLY AUTO PARTS	$113.20
1991	09/04/2020	SAN ANTONIO WATER SYSTEM	$2,017.79
1991	09/04/2020	SOUTHWASTE DISPOSAL LLC	$486.00
1991	09/04/2020	TEXAS ASSOCIATION OF COMMUNITY SCHL	$800.00
1991	09/04/2020	W W GRAINGER INC	$1,479.74
1991	09/04/2020	WASTE MANAGEMENT OF TEXAS, INC	$14,297.19
1991	09/04/2020	BSN SPORTS, LLC	$4,057.25
1991	09/04/2020	DOMINO'S PIZZA #8029	$133.89
1991	09/04/2020	EXAMITY, INC	$20.00
1991	09/04/2020	GATEWAY PRINTING & OFFICE SUPPLY	$5,504.55
1991	09/04/2020	AT&T	$2,505.34
1991	09/04/2020	CITY OF LACOSTE WATER DEPT	$971.55
1991	09/04/2020	EASTBAY INC.	$615.00
1991	09/04/2020	HOUGHTON MIFFLIN HARCOURT	$110.00
1991	09/04/2020	LARRY WUNSCH & ASSOCIATES INC	$625.00
1991	09/04/2020	TCASE - TX CO OF ADMIN OF SPEC EDUC	$95.00
1991	09/04/2020	ALBOUM & ASSOCIATES LLC	$12,851.16
1991	09/04/2020	CDW GOVERNMENT, INC.	$2,810.03

Check Register for September 2020

Distribution Fund	Check Date	Vendor Name	Transaction Amount
7711	09/04/2020	CLAIMS ADMINISTRATIVE SERVICES, INC	$100,166.00
1991	09/04/2020	FERGUSON ENTERPRISES	$5,613.11
1991	09/04/2020	ISC ACQUISITION CORP.	$4,943.42
1991	09/04/2020	OFFICE DEPOT INC	$227.27
1991	09/04/2020	AMAZON CAPITAL SERVICES, INC	$2,423.89
1991	09/04/2020	IBOSS, INC	$20,000.00
1991	09/04/2020	SCHINDLER ELEVATOR CORPORATION	$4,336.56
7711	09/08/2020	MISC	$533.96
1991	09/08/2020	DOCUSIGN, INC	$63.96
1991	09/10/2020	AMAZON CAPITAL SERVICES, INC	$57.56
1991	09/10/2020	ROYCE GROFF OIL CO INC	$11,364.39
1991	09/10/2020	TRANE SAN ANTONIO	$1,027.50
1991	09/10/2020	UNIVERSITY OF TEXAS AT SAN ANTONIO	$175.00
1991	09/10/2020	WALSH GALLEGOS TREVINO RUSSO & KYLE	$10,684.00
1991	09/10/2020	WCW DESIGN CO, LLC	$5,400.00
1991	09/10/2020	CESAR TERRAZAS JR	$2,256.00
1991	09/10/2020	GRAPHIC DESIGN MARKING SYSTEMS	$493.35
1991	09/10/2020	LOWMAN CONSULTING LLC	$500.00
1991	09/10/2020	MCGRAW-HILL EDUCATION	$33,318.06
1991	09/10/2020	OFFICE DEPOT INC	$909.08
1991	09/10/2020	TASA-TEX ASSOC OF SCHOOL ADMINISTRA	$3,300.00
1991	09/10/2020	W.R. GRIGGS CONSTRUCTION, INC	$30,445.00
1991	09/10/2020	YATES COMPANY, LLC.	$288.00
1991	09/10/2020	GATEWAY PRINTING & OFFICE SUPPLY	$551.70
1991	09/10/2020	HABY'S ALSATIAN BAKERY	$7.30
1991	09/10/2020	STYLEBOOKS.COM, INC.	$23.00
1991	09/10/2020	ALAMO AREA AQUATIC ASSOCIATION	$30.00
1991	09/10/2020	ALOE SOFTWARE GROUP LLC	$5,495.00
1991	09/10/2020	HOME DEPOT CREDIT SERVICES	$253.78
1991	09/10/2020	STACIE HALL	$42.30
1991	09/10/2020	AYANA BROWN	$265.97
1991	09/10/2020	MOY TARIN RAMIREZ ENGINEERS, LLC	$17,660.00
1991	09/10/2020	NATHAN BOSWELL	$41.90
1991	09/10/2020	SOUTHWEST HIGH SCHOOL	$7,000.00
1991	09/10/2020	SYSCO USA I, INC./SYSCO CENTRAL TX	$266.77
1991	09/10/2020	TTL, INC	$1,950.00
1991	09/10/2020	ALSATIAN GOLF CLUB	$2,795.00
1991	09/10/2020	AMERICAN ASSOCIATION OF NOTARIES	$36.85
1991	09/10/2020	BORDEN DAIRY COMPANY	$1,384.02
1991	09/10/2020	FERGUSON ENTERPRISES	$4.08
1991	09/10/2020	HARDIE'S FRESH FOODS	$96.41

Check Register for September 2020

Distribution Fund	Check Date	Vendor Name	Transaction Amount
1991	09/10/2020	HEATHER CONSOLA	$19.80
1991	09/10/2020	IRIS TERRY	$35.75
1991	09/10/2020	KURZ & CO.	$513.47
1991	09/10/2020	PERFECTION LEARNING CORPORATION	$5,196.00
1991	09/10/2020	TEXAS DEPT OF PUBLIC SAFETY	$24.00
1991	09/10/2020	CASTROVILLE TRUE VALUE	$498.00
1991	09/10/2020	TEX ASSN OF SCHOOL BOARDS-TASB, INC	$1,800.00
1991	09/10/2020	INSCO DISTRIBUTING INC	$172.71
1991	09/10/2020	J2 CLOUD SERVICES, LLC	$450.25
1991	09/10/2020	RUSH TRUCK CENTERS OF TEXAS, LP	$5,256.58
1991	09/10/2020	STEPHEN SMITH	$68.50
7711	09/11/2020	MISC	$1,019.48
1991	09/14/2020	NETWORK SOLUTIONS, LLC	$239.96
1991	09/14/2020	ZENDESK, INC	$812.95
7711	09/15/2020	MISC	$3,331.96
8631	09/15/2020	EXPERT PAY	$1,749.50
1991	09/15/2020	MEDINA COUNTY TAX OFFICE	$138.37
8631	09/15/2020	TEACHER RETIREMENT SYSTEM	$29,394.00
8631	09/15/2020	BROADWAY NATIONAL BANK	$185,163.57
8631	09/15/2020	MVISD WORKERS' COMPENSATION	$19,054.18
1991	09/17/2020	ALLSTREAM BUSINESS US, LLC	$1,542.49
1991	09/17/2020	BEXAR COUNTY SCHL BOARDS COALITION	$7,500.00
1991	09/17/2020	CASTROVILLE TRUE VALUE	$94.80
1991	09/17/2020	CED INC/COLUMBIA ELECTRIC SUPPLY	$1,025.45
1991	09/17/2020	COOK CHILDREN'S MEDICAL CENTER	$225.00
1991	09/17/2020	DENISE HERNANDEZ	$27.30
1991	09/17/2020	EDUCATION SERVICE CENTER REGION XX	$2,100.00
1991	09/17/2020	HIGH SCHOOL MUSIC SERVICE INC	$768.51
1991	09/17/2020	HONDO ANVIL HERALD	$164.00
1991	09/17/2020	MATERA PAPER COMPANY, INC	$1,625.08
1991	09/17/2020	MEDINA COUNTY TAX OFFICE	$28,380.80
1991	09/17/2020	PADILLA POLL LLC	$240.00
1991	09/17/2020	SCIENTIFIC MINDS, LLC	$2,500.00
1991	09/17/2020	STAPLES CONTRACT & COMM, LLC	$40.44
1991	09/17/2020	TEX ASSN OF SCHOOL BOARDS-TASB, INC	$2,325.00
1991	09/17/2020	WELDERS SUPPLY CO	$192.39
1991	09/17/2020	AMANDA STEPHANIE CLEMENS	$85.00
1991	09/17/2020	BECKWITH ELECTRONIC ENGINEERING CO	$5,835.00
1991	09/17/2020	FAMILY PARTS COMPANY INC	$379.11
1991	09/17/2020	HOME DEPOT CREDIT SERVICES	$758.99
1991	09/17/2020	J.W. PEPPER AND SON, INC.	$5.00

Check Register for September 2020

Distribution Fund	Check Date	Vendor Name	Transaction Amount
1991	09/17/2020	LA VERNIA I.S.D.	$120.00
1991	09/17/2020	SERVICE INDUSTRIAL, INC.	$360.83
1991	09/17/2020	BEXAR COUNTY SHERIFF'S DEPARTMENT	$6.00
1991	09/17/2020	BORDEN DAIRY COMPANY	$1,406.28
1991	09/17/2020	CPS ENERGY	$99,946.90
1991	09/17/2020	DPC INDUSTRIES, INC.	$20.00
1991	09/17/2020	KURZ & CO.	$235.67
1991	09/17/2020	LONGHORN BUS SALES, LLC	$634.70
1991	09/17/2020	MEDINA COUNTY TREASURER	$2,996.87
7711	09/17/2020	MISC	$296.92
1991	09/17/2020	O'REILLY AUTO PARTS	$44.99
1991	09/17/2020	QUILL CORPORATION	$1,446.85
1991	09/17/2020	SAN ANTONIO TESTING LABORATORY, INC	$75.00
1991	09/17/2020	SEVERIN INTERMEDIATE HOLDINGS, LLC.	$43,615.28
1991	09/17/2020	SOUTHWASTE DISPOSAL LLC	$500.00
1991	09/17/2020	TASA-TEX ASSOC OF SCHOOL ADMINISTRA	$175.00
1991	09/17/2020	TRANE SAN ANTONIO	$4,104.94
1991	09/17/2020	W W GRAINGER INC	$678.00
1991	09/17/2020	WALMART	$260.91
1991	09/17/2020	CINTAS/RUS OF SAN ANTONIO	$160.86
1991	09/17/2020	DIRECTV	$81.14
1991	09/17/2020	GARY WAYNE STEVENS	$77.00
1991	09/17/2020	LAGO VISTA ISD	$200.00
1991	09/17/2020	QUADIENT, INC	$763.29
1991	09/17/2020	SHELBY L COOK	$893.20
1991	09/17/2020	ANTONIO XAVIER UZETA	$77.00
1991	09/17/2020	CDW GOVERNMENT, INC.	$27,686.27
1991	09/17/2020	MVISD-FOOD SERVICE DEPT	$23.40
1991	09/17/2020	SAN ANTONIO FOOD BANK	$105.12
1991	09/17/2020	TEXAS LOCK & DOOR CLOSER, INC.	$307.75
1991	09/17/2020	TRACTOR SUPPLY CO	$318.61
5110	09/17/2020	UMB BANK N.A.	$400.00
1991	09/17/2020	AMAZON CAPITAL SERVICES, INC	$924.83
1991	09/17/2020	BRAINPOP LLC	$14,694.87
1991	09/17/2020	CARLOS PONCE	$280.00
1991	09/17/2020	CAROLYN DOYON	$70.80
1991	09/17/2020	ROYCE GROFF OIL CO INC	$1,138.65
1991	09/17/2020	SAM'S CLUB DIRECT	$341.82
1991	09/17/2020	STEFAN GAULTIER-SOLIZ	$51.65
1991	09/17/2020	AT&T	$773.95
1991	09/17/2020	AUTISTIC TREATMENT CENTER, INC	$6,844.41

Check Register for September 2020

Distribution Fund	Check Date	Vendor Name	Transaction Amount
1991	09/17/2020	CESAR TERRAZAS JR	$20.00
1991	09/17/2020	DAVID A GARCIA JR	$97.00
1991	09/17/2020	GULF COAST PAPER CO INC	$850.48
1991	09/17/2020	RUSH TRUCK CENTERS OF TEXAS, LP	$657.70
1991	09/17/2020	TEACHTOWN	$600.00
1991	09/17/2020	THE BROKERAGE STORE, INC	$3,855.00
1991	09/17/2020	ACET-ASSN FOR COMPENS EDUC OF TX	$300.00
1991	09/17/2020	CASTROVILLE UTILITY SYSTEM	$10,884.71
1991	09/17/2020	CISCO SYSTEMS, INC	$449.93
1991	09/17/2020	EDUCATION GALAXY, LLC.	$4,400.00
1991	09/17/2020	HABY'S ALSATIAN BAKERY	$37.40
1991	09/17/2020	LABATT INSTITUTIONAL SUPPLY CO	$11,673.21
1991	09/17/2020	LONE STAR CHEERLEADING ASSOCIATION	$2,500.00
1991	09/17/2020	MITCHELL RAY RANDLE	$77.00
5110	09/17/2020	US BANK NAT'L ASSOCIATION	$450.00
1991	09/18/2020	FORD AV SYSTEMS, LLC	$95,868.38
1991	09/18/2020	NORTH PARK CASTROVILLE MOTORS, INC.	$278.00
7711	09/18/2020	MISC	$2,672.79
1991	09/18/2020	SYSCO USA I, INC./SYSCO CENTRAL TX	$150.00
1991	09/18/2020	APPLE INC.	$388.00
1991	09/18/2020	GARZA BOMBERGER & ASSOCIATES	$15,070.00
1991	09/18/2020	LONGHORN BUS SALES, LLC	$67,522.00
1991	09/18/2020	PRESENCELEARNING, INC.	$12,600.00
1991	09/18/2020	W.R. GRIGGS CONSTRUCTION, INC	$288,828.50
1991	09/22/2020	STATE BOARD FOR EDUCATOR CERT-CRT	$171.00
1991	09/22/2020	GARZA BOMBERGER & ASSOCIATES	$52,670.75
7711	09/22/2020	MISC	$533.96
1991	09/24/2020	AMAZON CAPITAL SERVICES, INC	$662.92
1991	09/24/2020	ANDERSON'S	$379.25
1991	09/24/2020	BREAKOUT, INC	$300.00
1991	09/24/2020	CASTROVILLE TRUE VALUE	$156.10
1991	09/24/2020	EWING IRRIGATION PRODUCTS, INC	$45.18
1991	09/24/2020	FAMILY PARTS COMPANY INC	$680.24
1991	09/24/2020	FERGUSON ENTERPRISES	$565.00
1991	09/24/2020	FRIO-HYDRATION, LLC.	$1,345.00
1991	09/24/2020	INSCO DISTRIBUTING INC	$548.54
1991	09/24/2020	LOWMAN CONSULTING LLC	$1,500.00
1991	09/24/2020	NATIONAL TICKET CO INC	$728.05
1991	09/24/2020	SHIFFLER EQUIPMENT SALES, INC.	$434.44
1991	09/24/2020	SHI-GOVERNMENT SOLUTIONS, INC.	$184.30
1991	09/24/2020	TAYLOR PUBLISHING CO INC	$4,876.50

Check Register for September 2020

Distribution Fund	Check Date	Vendor Name	Transaction Amount
1991	09/24/2020	TEXAS HS ATHLETIC DIRECTORS ASSOC	$55.00
1991	09/24/2020	ALERT SERVICES INC	$2,063.00
1991	09/24/2020	AT&T	$8,128.48
1991	09/24/2020	DE LA GARZA FENCE/SUPPLY INC	$2,568.12
1991	09/24/2020	ESGI, LLC.	$2,556.00
1991	09/24/2020	RUSH TRUCK CENTERS OF TEXAS, LP	$505.19
1991	09/24/2020	VIVROUX SPORTING GOODS	$6,315.00
1991	09/24/2020	AEHS, INC	$740.00
1991	09/24/2020	DAKOTA PREMIUM HARDWOOD	$707.80
1991	09/24/2020	GATEWAY PRINTING & OFFICE SUPPLY	$1,141.62
1991	09/24/2020	ISC ACQUISITION CORP.	$230.47
1991	09/24/2020	TRACTOR SUPPLY CO	$263.43
1991	09/24/2020	AMERICAN SCHOLASTIC EVALUATION	$81.00
1991	09/24/2020	APPLE INC.	$1,181.00
1991	09/24/2020	BILL MILLERS BAR-B-Q	$132.30
1991	09/24/2020	CETC, LLC	$45.00
1991	09/24/2020	DOMINO'S PIZZA #8029	$78.87
1991	09/24/2020	EXAMITY, INC	$20.00
1991	09/24/2020	HEAVY DUTY BUS PARTS, INC.	$98.28
1991	09/24/2020	JUNIOR LIBRARY GUILD	$1,859.50
1991	09/24/2020	MCNEIL HS TRACK & XC BOOSTER CLUB	$300.00
1991	09/24/2020	SAM'S CLUB DIRECT	$87.30
1991	09/24/2020	TEACHING STRATEGIES, LLC.	$1,368.75
1991	09/24/2020	TEXAS SKYWARD USERS GROUP	$275.00
1991	09/24/2020	THE SHERWIN-WILLIAMS CO	$712.77
1991	09/24/2020	BERRIDGE MANUFACTURING CO	$1,417.50
1991	09/24/2020	CINTAS/RUS OF SAN ANTONIO	$53.62
1991	09/24/2020	EDUCATION SERVICE CENTER REGION XX	$375.00
1991	09/24/2020	HABY'S ALSATIAN BAKERY	$90.30
1991	09/24/2020	HOUGHTON MIFFLIN HARCOURT	$240.75
1991	09/24/2020	MEDINA COUNTY TAX OFFICE	$67.50
1991	09/24/2020	NORTH EAST ISD	$230.00
1991	09/24/2020	QUILL CORPORATION	$470.82
1991	09/24/2020	TEXAS ASSOC SCH BUS OFFICIALS	$540.00
1991	09/24/2020	TEXAS SPEECH COMMUNICATION ASSOC.	$245.00
1991	09/24/2020	THE I LOVE U GUYS FOUNDATION	$6,000.00
1991	09/24/2020	HOME DEPOT CREDIT SERVICES	$1,679.94
1991	09/24/2020	INTECH SOUTHWEST SERVICES, LLC	$295.00
1991	09/24/2020	J.W. PEPPER AND SON, INC.	$458.88
1991	09/24/2020	LITERACY RESOURCES, LLC	$2,764.45
1991	09/24/2020	LONE STAR LEARNING INC	$284.97

Check Register for Septmeber 2020

Distribution Fund	Check Date	Vendor Name	Transaction Amount
1991	09/24/2020	LONGHORN BUS SALES, LLC	$624.88
1991	09/24/2020	THE HOME DEPOT PRO	$3,918.96
1991	09/24/2020	WALMART	$1,160.65
1991	09/24/2020	WASTE MANAGEMENT OF TEXAS, INC	$450.25
1991	09/24/2020	CED INC/COLUMBIA ELECTRIC SUPPLY	$929.00
1991	09/24/2020	H. HATCHINGS, INC	$241.54
1991	09/24/2020	HAYDAY, INC/CTWP	$1,035.92
1991	09/24/2020	JT ADVERTISING & GRAPHICS	$160.00
1991	09/24/2020	MATERA PAPER COMPANY, INC	$1,690.24
1991	09/24/2020	POSITIVE PROMOTIONS, INC	$996.25
1991	09/24/2020	WHATABURGER	$913.31
1991	09/24/2020	EDUPHORIA! INCORPORATED	$12,311.75
1991	09/24/2020	O'REILLY AUTO PARTS	$139.44
1991	09/24/2020	SITEONE LANDSCAPE SUPPLY HOLDING, L	$1,440.00
1991	09/24/2020	TBP PRODUCTIONS LLP/SNO SITES	$430.00
1991	09/24/2020	TELLUS EQUIPMENT SOLUTIONS, LLC	$186.36
1991	09/24/2020	TEXAS LOCK & DOOR CLOSER, INC.	$1,319.70
1991	09/24/2020	TRANE SAN ANTONIO	$986.65
1991	09/25/2020	CHICAGO TITLE OF TEXAS, LLC	$10,000.00
7711	09/25/2020	MISC	$1,350.32
7711	09/29/2020	MISC	$533.96
8631	09/30/2020	BAY BRIDGE ADMIN.LLC	$67,256.54
1991	09/30/2020	FAMILY PARTS COMPANY INC	$668.22
1991	09/30/2020	HARDIE'S FRESH FOODS	$1,592.41
1991	09/30/2020	HEUER PUBLISHING LLC	$409.50
1991	09/30/2020	HOME DEPOT CREDIT SERVICES	$8,532.04
1991	09/30/2020	MORPHO TRUST USA, INC.	$197.00
1991	09/30/2020	RUTH LOZANO	$13.05
1991	09/30/2020	SERVICE INDUSTRIAL, INC.	$824.63
1991	09/30/2020	TEXAS ASSN OF STUDENT COUNCILS	$85.00
1991	09/30/2020	TEXAS FUTURE PROBLEM SOLVING PGM	$400.00
8631	09/30/2020	TEXAS TEACHERS-A.C.P.	$445.00
1991	09/30/2020	THE UNIVERSITY OF TEXAS AT AUSTIN	$3,000.00
1991	09/30/2020	BAUDVILLE INC/IDVILLE	$391.07
1991	09/30/2020	BORDEN DAIRY COMPANY	$9,332.84
1991	09/30/2020	CASTROVILLE TRUE VALUE	$13.28
1991	09/30/2020	CTSFSDA	$50.00
1991	09/30/2020	DIGITAL PERFORMANCE GEAR/WINTERGUAR	$1,013.72
1991	09/30/2020	EDUCATION SERVICE CENTER REGION XX	$356.00
1991	09/30/2020	HAYDAY, INC/CTWP	$6,468.06
1991	09/30/2020	HIGH SCHOOL MUSIC SERVICE INC	$5,870.45

Check Register for September 2020

Distribution Fund	Check Date	Vendor Name	Transaction Amount
1991	09/30/2020	MHS, INC /MULTI-HEALTH SYSTEM	$187.50
1991	09/30/2020	ROADRUNNER CHARTERS, INC.	$7,985.00
1991	09/30/2020	SANIVAC INC	$5,500.00
1991	09/30/2020	SONIC DRIVE-IN, #3515	$500.00
1991	09/30/2020	STAPLES CONTRACT & COMM, LLC	$3,357.06
8631	09/30/2020	TEACHER RETIREMENT SYSTEM	$428,043.74
1991	09/30/2020	TEX ASSN OF SCHOOL BOARDS-TASB, INC	$1,192.09
8631	09/30/2020	ATPE	$5,509.00
1991	09/30/2020	CETC, LLC	$294.00
1991	09/30/2020	CINTAS/RUS OF SAN ANTONIO	$53.62
1991	09/30/2020	HANNAH MARIE HOFFMAN	$85.00
1991	09/30/2020	HENRY SCHEIN, INC	$410.00
1991	09/30/2020	LAKESHORE LEARNING MATERIALS	$314.33
8631	09/30/2020	MARY K VIEGELAHN,CHAPTER 13 TRUSTEE	$1,207.00
1991	09/30/2020	MEDINA ELECTRIC COOPERATIVE, INC.	$591.50
8631	09/30/2020	NATIONAL PLAN -HSA	$3,313.00
1991	09/30/2020	POSITIVE PROMOTIONS, INC	$146.00
1991	09/30/2020	SUSAN JAIME COFFEE DEV CONSULTANT	$801.00
1991	09/30/2020	SYSCO USA I, INC./SYSCO CENTRAL TX	$947.06
1991	09/30/2020	TAJE-TEX ASSOC OF JOURNALISM EDUC.	$1,428.00
1991	09/30/2020	B & H FOTO & ELECTRONICS CORP.	$844.86
1991	09/30/2020	CENTERPOINT ENERGY	$362.23
1991	09/30/2020	JORDAN MCDAVITT	$72.39
1991	09/30/2020	KURZ & CO.	$2,945.26
1991	09/30/2020	LONGHORN BUS SALES, LLC	$1,353.44
1991	09/30/2020	MEDINA COUNTY APPRAISAL DIST	$79,365.30
8631	09/30/2020	NATIONAL PLAN ADMN ANNUITIES	$28,146.76
1991	09/30/2020	QUILL CORPORATION	$490.83
1991	09/30/2020	SOUTHERN TIRE MART, LLC	$12,460.00
1991	09/30/2020	TASA-TEX ASSOC OF SCHOOL ADMINISTRA	$3,300.00
1991	09/30/2020	W W GRAINGER INC	$331.48
1991	09/30/2020	WALMART	$251.62
1991	09/30/2020	WALSH GALLEGOS TREVINO RUSSO & KYLE	$1,000.00
1991	09/30/2020	CHAPARRAL FORD, INC.	$3,025.02
1991	09/30/2020	CTAT/CAREER/TECHNOLOGY ASSN OF TX	$175.00
8631	09/30/2020	EXPERT PAY	$2,251.50
1991	09/30/2020	GULF COAST PAPER CO INC	$1,956.25
1991	09/30/2020	MEDINA VALLEY ATHLETIC BOOSTERS	$375.00
1991	09/30/2020	NASSP/NHS/NJHS	$95.00
1991	09/30/2020	PHIL DECOCK	$70.00
1991	09/30/2020	PIONEER ATHLETICS	$1,200.00

Check Register for September 2020

Distribution Fund	Check Date	Vendor Name	Transaction Amount
1991	09/30/2020	RUSH TRUCK CENTERS OF TEXAS, LP	$1,125.00
1991	09/30/2020	TCEA/TX COMPUTER EDUCATORS ASSOC	$645.00
1991	09/30/2020	BLACKBOARD, INC.	$30,355.02
1991	09/30/2020	BULL'S EYE BRANDS INC.	$4,227.41
1991	09/30/2020	CISCO SYSTEMS, INC	$212.00
1991	09/30/2020	GATEWAY PRINTING & OFFICE SUPPLY	$1,484.31
1991	09/30/2020	GLAXOSMITHKLINE, LLC	$1,212.76
1991	09/30/2020	GRAPHIC DESIGN MARKING SYSTEMS	$493.35
1991	09/30/2020	LABATT INSTITUTIONAL SUPPLY CO	$28,411.88
8631	09/30/2020	NATIONAL PLAN ADMINISTRATORS	$9,921.94
8631	09/30/2020	NAT'L PLAN ADMN DEPEND CARE	$839.34
1991	09/30/2020	NOTHING BUNDT CAKE, LLC	$55.00
1991	09/30/2020	OTC BRANDS, INC	$99.96
1991	09/30/2020	READ NATURALLY INC	$2,470.00
1991	09/30/2020	SAS/SAN ANTONIO SHOEMAKERS	$6,534.00
1991	09/30/2020	SHIFFLER EQUIPMENT SALES, INC.	$175.99
1991	09/30/2020	YATES COMPANY, LLC.	$2,284.00
1991	09/30/2020	CDW GOVERNMENT, INC.	$9,365.80
1991	09/30/2020	EDUCATIONAL DESIGN, LLC- 2 SISTERS	$276.00
1991	09/30/2020	H.E.B. GROCERY COMPANY	$283.71
1991	09/30/2020	LIBERTY SOURCE LP	$10,216.40
1991	09/30/2020	MVISD-FOOD SERVICE DEPT	$111.08
1991	09/30/2020	OGBURN'S TRUCK PARTS	$794.32
8631	09/30/2020	TEXAS AFT/PEG	$35.00
8631	09/30/2020	TEXAS CLASSROOM TEACHERS ASSC.	$100.00
1991	09/30/2020	TRACTOR SUPPLY CO	$109.30
1991	09/30/2020	UNIFIRST HOLDINGS, INC.	$38.00
1991	09/30/2020	AMAZON CAPITAL SERVICES, INC	$3,556.36
1991	09/30/2020	ANDERSON'S	$367.89
1991	09/30/2020	BEXAR COUNTY APPRAISAL DISTRICT	$16,690.00
8631	09/30/2020	BROADWAY NATIONAL BANK	$175,604.88
1991	09/30/2020	MAKEMUSIC INC	$640.00
1991	09/30/2020	NANCY W. EDWARDS	$605.00
1991	09/30/2020	SAM'S CLUB DIRECT	$65.86
1991	09/30/2020	SEGUIN HIGH SCHOOL	$200.00
1991	09/30/2020	SMORE	$2,000.00
2061	09/30/2020	WALMART	$209.49

Superintendent Briefing

October 21, 2020

District Enrollment

	6/4/20	10/16/20	Growth
Castroville Elementary	638	596	- 42
LaCoste Elementary	557	563	+ 6
Potranco Elementary	811	869	+ 58
Luckey Ranch Elementary	850	853	+ 3
Loma Alta Middle School	793	862	+ 69
Medina Valley Middle School	634	626	- 8
Medina Valley High School	1625	1756	+ 131
Totals	**5908**	**6125**	**+ 217**

End of 19-20 Enrollment: 5,908
Growth over end of 19-20: + 217
3.67% increase over end of 19-20

District COVID Case Count

As of Friday, October 16 (Since first day of school):

Active Cases	3
Recovered	9

Total Cases	Student	Staff
Medina Valley High School	4	0
Medina Valley Middle School	2	1
Loma Alta Middle School	0	0
Castroville Elementary	2	0
LaCoste Elementary	0	0
Potranco Elementary	0	0
Luckey Ranch Elementary	1	0
Non-Campus Staff	-	2

1st Six Weeks Student Data

Academic Performance

Level	Total Classes (minus blanks & Incompletes)	Total Failed classes	% of failed classes	Average Grade For all Graded Classes
Elementary Remote (Minus K,PK,EE)	4826	372	8%	87.5
Elementary In-person (Minus K,PK,EE)	4196	293	7%	87.6
Middle School Remote	5465	671	12%	83.6
Middle School In-person	4141	301	7%	87.7
High School Remote	8935	688	8%	85.6
High School In-Person	4340	331	8%	86.3

Attendance Rates

Entity	Attendance Rate 1st 6wks
MVHS	93.8
MVMS	92.4
LAMS	94.7
CE	94.2
LCE	96.5
PE	95.5
LRE	94.4
Dist	94.3

W DAEP

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
Board Minutes
School Board of Trustees Regular Board Meeting – September 21, 2020
MVISD Video/Teleconference System

A **Regular Meeting** of the Board of Trustees was held Monday, September 21, 2020, beginning at 6:30 PM on the MVISD Video/Teleconference System.

I **First Order of Business**

A Establish a Quorum
Mario De Leon, Board President, called the Medina Valley ISD Regular Board Meeting to order at 6:30 pm, a quorum of the Board Members were present on the Video/Teleconference, Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon.

B Pledge of Allegiance to the Flag followed by a moment of silence

Everyone recited the Pledge of Allegiance to the Flag followed by a moment of silence.

II **Announcements/Communications/Presentations**

A Construction Update

Paul Holzhaus presented the monthly Construction Update.

B Safety & Security Briefing

Tanya Stivors presented a Safety & Security Briefing.

C Financial Briefing

Mr. Zamora presented the monthly Financial Briefing.

D Medina Valley ISD Board of Trustee's Code of Ethics

Dr. Rohrbach presented the Board of Trustee's Code of Ethics, which each Board Member signed.

E Superintendent Briefing

Dr. Rohrbach presented his monthly Superintendent Briefing.

III **Public Comment -** none
At Regular Board Meetings the Board shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. All Public Comments are limited to 5 minutes.

IV **Discussion and Possible Action Items**

A Consent Agenda Items

Dr. Rohrbach presented the Consent Agenda Items for the Board to consider.

1 Minutes of Regular Board Meeting on August 17, 2020 and Called Board Meeting on August 27, 2020
2 Donations
   a AFCEA Educational Foundation Donation ($1000) to High School Science – Mrs. Webb
3 Superintendent's Report on Budgeted Purchases of Goods/Services in Excess of $50,000 – none

Jennilea Campbell made a Motion, seconded by Terry Groff, to approve the consent agenda items as presented. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

B Consideration and Action on an Order of the Board of Trustees Authorizing the Issuance of the District's Unlimited Tax School Building Bonds; Levying a Continuing Direct Ad Valorem Tax for the Payment of the Bonds; Delegating Authority to Certain Members of District Staff to Approve Final Terms of Sale of the Bonds; and Authorizing Other Matters Related to the Foregoing.

Derek Honea and Clay Binford presented the Board an Order Authorizing the Issuance of the District's Unlimited Tax School Building Bonds for the Board to consider. No action was taken.

C Consider Renewal of the Walsh, Gallegos, Trevino, Russo, & Kyle, P.C. Retainer Agreement

Dr. Rohrbach presented the renewal for the Retainer Agreement with Walsh, Gallegos, Trevino, Russo, & Kyle, P.C. for the Board to consider.

Beth Zinsmeyer made a Motion, seconded by Jennilea Campbell, to approve the renewal of the Walsh, Gallegos, Trevino, Russo, & Kyle, P.C. agreement as presented. Beth Zinsmeyer voted for, Jennilea Campbell voted for, Shannon Beasley voted for, Darren Calvert voted for, Terry Groff voted for, Bruce Haby voted against, Mario De Leon voted for and the Motion passed.

D Consider TASB Local Policy Update 115 affecting Local policies:
BF(LOCAL): BOARD POLICIES
DIA(LOCAL): EMPLOYEE WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION
DMD(LOCAL): PROFESSIONAL DEVELOPMENT - PROFESSIONAL MEETINGS

AND VISITATIONS
EI(LOCAL): ACADEMIC ACHIEVEMENT
FB(LOCAL): EQUAL EDUCATIONAL OPPORTUNITY
FD(LOCAL): ADMISSIONS
FEB(LOCAL): ATTENDANCE - ATTENDANCE ACCOUNTING
FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION
FMF(LOCAL): STUDENT ACTIVITIES - CONTESTS AND COMPETITION
FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES
GF(LOCAL): PUBLIC COMPLAINTS

Dr. Rohrbach presented for Board consideration the TASB initiated Local Policy Update 115 affecting local policies BF, DIA, DMD, EI, FB, FD, FEB, FFG, FFH, FMF, FNG and GF.

Beth Zinsmeyer made a Motion, seconded by Darren Calvert, to approve the TASB initiated Local Policy Update 115 affecting local policies BF, DIA, DMD, EI, FB, FD, FEB, FFG, FFH, FMF, FNG and GF as presented. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

E Consider Medina County Election Agreement

Dr. Rohrbach presented the Medina County Election Agreement for Board consideration.

F Consider Bexar County Election Agreement

Dr. Rohrbach presented the Bexar County Election Agreement for Board consideration.

Bruce Haby made a Motion, seconded by Beth Zinsmeyer, to approve the Medina County and Bexar County Election Agreements as presented. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

G Consider Resolutions for Extracurricular Status of Medina County 4-H, Atascosa County 4-H, and Bexar County 4-H Organizations

Dr. Rohrbach presented Resolutions for Extracurricular Status of Medina County 4-H, Atascosa County 4-H, and Bexar County 4-H Organizations for the Board to consider.

Beth Zinsmeyer made a Motion, seconded by Shannon Beasley, to approve the Resolutions for Extracurricular Status of Medina County 4-H, Atascosa County 4-H and Bexar County 4-H Organizations as presented. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

H Consider Adjunct Faculty Status for Atascosa County and Bexar County Extension Agents

Dr. Rohrbach presented the Adjunct Faculty Status for Atascosa County and Bexar County Extension Agents for the Board to consider.

Shannon Beasley made a Motion, seconded by Terry Groff, to approve the Adjunct Faculty Status for the Atascosa County and the Bexar County Extension Agents as presented. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

Board President Mario De Leon announced that in accordance with the Texas Open Meetings Act, under the exceptions noted in TX Govt. Code Section 551.071 Consultation with Attorney, TX Govt. Code Section 551.074 Personnel Matters and TX Govt. Code 551.072 Deliberation Regarding Real Property. The Board of Trustees would convened into Closed Session at 8:32 pm.

V **Closed Session**

A Consultation with Attorney (TX Govt. Code Section 551.071)

B Personnel Matters (TX Govt. Code Section 551.074)

C Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

Board President Mario De Leon announced that the Board would reconvene into Open Session at 9:19 pm.

VI Continued Discussion and Possible Action Items

A Consider professional contract recommendations

Dr. Rohrbach presented professional contract recommendations for the Board to consider.

Darren Calvert made a Motion, seconded by Beth Zinsmeyer, to approve the Superintendent's professional employee contract recommendations. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

Lolita Camarillo was hired as a LaCoste Elementary Teacher.

B Consider additional staff positions for the 2020-2021 school year

Dr. Rohrbach presented additional staff positions for the 2020-2021 school year for the Board to consider.

Beth Zinsmeyer made a Motion, seconded by Jennilea Campbell, to approve the additional staff positions Communications Specialist and CTE Secretary for the 2020-2021 school year as presented. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

C Consider additional stipend for the 2020-2021 school year

Dr. Rohrbach presented an additional stipend for the 2020-2021 school year for the Board to consider.

Darren Calvert made a Motion, seconded by Terry Groff, to approve the amended stipend sheet for the 2020-2021 school year as presented. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

D Consider adopting a Resolution approving the purchase of an approximately 17.2 acre tract of real property in Unit 6 of the Silos Subdivision located in Bexar County, Texas and authorizing the Superintendent to act on behalf of the Board to enter into a Contract for the Purchase of Real Estate in substantially the same form as presented to the Board.

Paul Holzhaus presented a Resolution approving the purchase of an approximately 17.2 acre tract of real property in Unit 6 of the Silos Subdivision located in Bexar County, Texas and authorizing the Superintendent to act on behalf of the Board to enter into a Contract for the Purchase of Real Estate in substantially the same form as presented to the Board for Board consideration.

Beth Zinsmeyer made a Motion, seconded by Bruce Haby *(after corrections to typos)*, to adopt the Resolution prepared by Counsel for the District, approving the Contract for the Purchase of Real Estate and the purchase of a 17.2 acre tract of real property in Unit 6 of the Silos Subdivision located in Bexar County, Texas; authorizing the Superintendent to act on behalf of the Board to execute the Contract for Real Estate in a form substantially similar to the one presented to the Board; to conduct due diligence investigation of the Property; bring the transaction back to the Board for final approval prior to closing; and instructing the Secretary to append a copy of such signed Resolution to the Official Minutes of this Meeting. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

E Consider naming the location for MVISD Elementary #6

Dr. Rohrbach ask the Board to consider naming the location for MVISD Elementary #6.

Darren Calvert made a Motion, seconded by Terry Groff, to name the property in the Silos as the location for MVISD Elementary #6 as presented. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

F Consideration of future meeting dates

The Board rescheduled the next Regular School Board Meeting for October 21, 2020 at 6:30 pm.

VII **Adjournment**

Darren Calvert made a Motion, seconded by Terry Groff, to adjourn the Regular Board Meeting on September 21, 2020 at 9:29 pm. Beth Zinsmeyer, Jennilea Campbell, Shannon Beasley, Darren Calvert, Terry Groff, Bruce Haby and Mario De Leon all voted for the Motion. The motion passed.

_____ _____

Mario De Leon, Board President Jennilea Campbell, Board Secretary

Board Approved_____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

Request for Board Acceptance of Donations over $500

School/Department Receiving Donation: HS / science

Donor: AFCEA Educational Foundation

Address: 206 N. West Dr. **Contact ~~Name~~:** 866-445-9114

Leander, TX 78641 **Contact email:**

Donation Description: scholarship for Arleya Horne for science teaching tools

mittance Info: Scholarship Recipient - Arleya Horne

AFCEA Educational Foundation - Alamo Chapter
206 N. West Dr.
Leander, TX 78641
866-445-9114

SILICON VALLEY BANK
Verify: 888-237-9615
90-4039/1211

0046616281

9/15/2020

Y TO THE DER OF Medina Valley High School $ 1000.00

e Thousand and 00/100 DOLLARS

VOID AFTER 90 DAYS

Security Features Details on Back

0001389 01 MB 0.436 **AUTO T7 0 5185 78009-531465 -C04-P01390-I

Medina Valley High School
8365 FM 471 SOUTH
CASTROVILLE, TX 78009-5314

MP

⑈0046616281⑈ ⑆121140399⑆ 330158784 9⑈

Medina Valley ISD Board Action:

Approved or Disapproved Date: _____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

Request for Board Acceptance of Donations over $500

School/Department Receiving Donation: HS/ science

Donor: AFCEA Educational Foundation

Address: 206 N. West Dr. **Contact ~~Name:~~** phone 866-445-9114

Leander, TX **Contact email:**

Donation Description: scholarship for Travis Campbell for science teaching tools

---

mittance Info: Scholarship Recipient - Travis Campbell

AFCEA Educational Foundation - Alamo Chapter
206 N. West Dr.
Leander, TX 78641
866-445-9114

SILICON VALLEY BANK
Verify: 888-237-9615
90-4039/1211

0046620031

9/15/2020

Y TO THE DER OF Medina Valley High School $ 1000.00

e Thousand and 00/100 DOLLARS

VOID AFTER 90 DAYS

Security Features Details on Back

Medina Valley High School
8365 FM 471 SOUTH
CASTROVILLE, TX 78009-5314

MP

⑈00466200316⑈ ⑆121140399⑆ 330158784 9⑈

Medina Valley ISD Board Action:

Approved or Disapproved Date: _____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

Request for Board Acceptance of Donations over $500

School/Department Receiving Donation: Medina Valley High School Band

Donor: Medina Valley Band Sponsors

Address: P.O. Box 298 **Contact Name:** Karol Martin

Castroville, TX 78009 **Contact email:** medinavalleybandboosters@yahoo.com

Donation Description:
$7,500.00 donation for instructors/technicians for Summer band 2020
11,500.00 donation for instructors/technicians marching band Fall 2020
Total donation = 19,000.00

MEDINA VALLEY BAND SPONSORS
PO BOX 298
CASTROVILLE, TX 78009

4362
88-2343/1149

10-8-20
DATE

PAY TO THE ORDER OF MVHS Band $ 19,000.00

Nineteen thousand dollars and no/100 DOLLARS Security features included. Details on back.

Castroville State Bank
502 PARIS STREET (830) 538-2201
CASTROVILLE, TEXAS 78009-4514

MEMO Summer Band + Fall Marching Techs Karol C Martin

⑆114923439⑆436 211 008 0 28

TRADITIONAL GOLD

Medina Valley ISD Board Action:

Approved or Disapproved Date: _____

8449 FM 471 South, Castroville, TX 78009-5309 Phone (830) 931-2243 Fax (830) 931-4050

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

MEMORANDUM

To: Medina Valley ISD Board of Trustees
From: Dr. Kenneth Rohrbach, Superintendent
Re: Consider Adjunct Faculty Status for Medina County Extension Agent
Date: October 12, 2020

Each year, the Board is asked to grant adjunct faculty status to county extension agents in counties that have been approved for extracurricular status for 4-H. The State Board of Education passed an amendment to 19 TAC§129.21(j). Requirements for student attendance accounting for state funding purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:

> *(1) The student is participating in an activity that is approved by the local board of trustees and is under the direction of the professional or paraprofessional staff of the school district or an adjunct staff member who:*
> *(A) Has a minimum of a bachelor's degree: and*
> *(B) Is eligible for participation in the Teacher Retirement System of Texas.*

At the September board meeting, you granted adjunct faculty status to extension agents in Atascosa and Bexar Counties. At that time, Medina County did not have an extension agent, but does now.

Recommendation: Approve adjunct faculty status for Medina County Extension Agent.

8449 FM 471 South, Castroville, TX 78009-5309 Phone (830) 931-2243 FAX (830) 931-4050

THE STATE OF TEXAS
COUNTY OF MEDINA

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Medina Valley Independent School District, hereinafter referred to as "District". A quorum having been established, the Board proceeded to consider the appointment of the herein named individual as an adjunct member of the Medina Valley Independent School District.

Upon consideration and vote of _____in favor, Caroline Weyerts is hereby named as adjunct faculty member(s) of the Medina Valley Independent School District subject to the following consideration and provisions of such appointment to wit:

1. This appointment shall commence on the_____day of_____, 20____ and remain in effect until the_____day of_____, 20_____.

2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Caroline Weyerts	County Extension Agent	MS	Texas A&M	2017

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Medina Valley Independent School District.

4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.

5. Adjunct faculty member(s) is and shall remain under the direct supervision of the District Extension Administrator of District 10.

6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of Medina County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife

Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21(j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Caroline Weyerts, County Extension Agent is not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Medina Valley Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this_____day of_____, 2020

Medina Valley Independent School District

By: _____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

MEMORANDUM

To: Medina Valley ISD Board of Trustees
From: Dr. Kenneth Rohrbach, Superintendent
Re: Consider 2020-2021 District Improvement Plan
Date: October 12, 2020

In accordance with Board Policy BQ (Legal), a District Improvement Plan (DIP) has been developed for the 2020-2021 school year, as have Campus Improvement Plans (CIP) for each campus. Each of the plans contain all of the elements required by state and federal law. In developing the campus plans, campus needs assessments were conducted. The completed campus plans are then used to create the district plan.

Recommendation: Approve the 2020-2021 District Improvement Plan.

8449 FM 471 South, Castroville, TX 78009-5309 Phone (830) 931-2243 FAX (830) 931-4050

MVISD District Improvement Plan Summary

District Improvement Plan Goals and Objectives:

- Goal #1 (pg. 19): Medina Valley ISD will recruit, support, and retain teachers and principals.
    - Objective 1: Professional Development including a focus on *Digital Learning* through *Panther on Demand*.
    - Objective 2: Support for educators through *New Teacher Mentoring*.
- Goal #2 (pg. 23): Medina Valley ISD will strengthen its foundation of core-content academics.
    - Objective 1: Increase student academic performance (State required screeners and local common assessments).
    - Objective 2: Close the achievement gap through targeted strategic intervention plans including Special Education and Limited English Proficiency.
    - Objective 3: Provide targeted PD for intervention (digital learning).
    - Objective 4: Systematically refer to and implement the components of the Technology 5-year plan as approved by the Board to include infrastructure, hardware, software).
    - Objective 5: Provide training and access that will help parents connect to student achievement (Skyward Family Access, ScreenCastify, SMORE)
- Goal #3 (pg. 33): Medina Valley ISD will connect all learners to college and career opportunities.
    - Objective 1: Assist students in creating personalized graduation plans to help guide their college and/or career pathway (Skyward & Naviance application tracking).
    - Objective 2: Support students encountering hardship, trauma, or other challenges potentially detrimental to academic success. Counselors and social workers provide mental health support to all students using a variety of research based supplies and materials.
    - Objective 3: Maximize opportunities for students to earn either post secondary credit(s) and/or industry certifications (Dual Credit, Industry Based Certifications).
- Goal #4 (pg. 39): Medina Valley ISD will provide a safe and secure environment for all.
    - Objective 1: Monitor and maintain facilities to ensure the safety of all students and staff (Controlled access and surveillance cameras for facilities).
    - Objective 2: Include community values, health, and safety issues in our social-curriculum plans and programs (Comprehensive School Health Advisory Council plan).
    - Objective 3: Provide district-wide training in effectively and efficiently responding to and recovering from emergency incidents (Comprehensive Emergency Operations Plans to include training, drills, and protocols).

Planning and Decision-Making Process

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

Administrative Procedure

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

Federal Requirements

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

Required Plans

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services Arrangement for DAEP Services

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b)

District Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

Availability to TEA

A district's plan for the improvement of student performance is not filed with the Texas Education Agency (TEA), but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

Required Provisions

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
    a. Instructional methods for addressing the needs of student groups not achieving their full potential.
    b. Evidence-based practices that address the needs of students for special programs, including:
        (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];
        (2) Conflict resolution programs;
        (3) Violence prevention programs; and
        (4) Dyslexia treatment programs.
    c. Dropout reduction.
    d. Integration of technology in instructional and administrative programs.
    e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
    f. Staff development for professional staff of a district.
    g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

h. Accelerated education.

i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]

4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

   a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.

   b. The need for students to make informed curriculum choices to be prepared for success beyond high school.

   c. Sources of information on higher education admissions and financial aid.

5. Resources needed to implement identified strategies.

6. Staff responsible for ensuring the accomplishment of each strategy.

7. Timelines for ongoing monitoring of the implementation of each improvement strategy.

8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]

10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

Law Enforcement Duties

The law enforcement duties of peace officers, school resource officers, and security personnel must be included in the district improvement plan. *Education Code 37.081(d)(1)* [See CKE]

Discipline Management

A district shall adopt and implement a discipline management program to be included in the district improvement plan. *Education Code 37.083(a)* [See FNC]

Dating Violence

A district shall adopt and implement a dating violence policy to be included in the district improvement plan. *Education Code 37.0831* [See FFH]

Mental Health, Substance Abuse, and Suicide

The practices and procedures developed under Education Code 38.351(i) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. *Education Code 38.351(k)(2)* [See FFEB]

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set timelines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Include goals and methods for violence prevention and intervention on campus.
9. Provide for a program to encourage parental involvement at the campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
    a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;

b. Student academic performance data;

c. Student attendance rates;

d. The percentage of students who are educationally disadvantaged;

e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and

f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)



District Improvement Plan

Medina Valley Independent School District

2020-2021

8449 FM 471 South

Castroville, TX 78009

State ID: 163908

Mission

Medina Valley Independent School District will provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Strategic Goals

- **Growth:** Takes a proactive role in planning for our rapidly growing population.
- **Funding:** Ensures proper allocation of funds to support all areas of the district.
- **Class/Course Offerings:** Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- **Communication/Involvement:** Fosters an environment of parental and community involvement through open communication.
- **Technology:** Provides relevant and reliable technology for staff, students, and guests.
- **Facilities/Infrastructure:** Provides and maintains appropriate facilities for district programs.
- **Legislative:** Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- **Staffing:** Recruits and retains quality staff while offering professional development and leadership opportunities.

Vision

Shared Vision

Our students will:

- Be passionate and responsible in their learning and in life
- Be well-rounded emotionally, socially, and academically
- Demonstrate strong values and pride through their actions and beliefs
- Follow an educational path that allows them to explore academic and/or vocational career possibilities
- Be equipped with the necessary skills, knowledge, and resources for their future
- Contribute positively as members of our community and society

Our learning environment will provide:

- State-of-the-art and relevant technology and facilities
- Consistent and effective communication between the home, school, and district
- Classroom experiences focused on student engagement and learning
- Opportunities for parents and staff to work together for student success
- A staff that is highly qualified, valued, and offered ongoing opportunities for growth
- Settings that are both physically and emotionally safe

Our district and community will work together to:

- Provide real-life learning opportunities to prepare students for the workforce
- Encourage and provide parental involvement and engagement to support the learning environment
- Provide a variety of educational programs with appropriate curriculum
- Support a growing and diverse population
- Build partnerships that are mutually beneficial

Description

Medina Valley Independent School District opened its doors in 1960 and serves 5864 students in grades PreK through 12th Grade. The student population is 3.84% African American, 62.45% Hispanic, 29.21% White, .44% American Indian, .78% Asian, .34% Pacific Islander, 2.93% Two Or more Races, 51.64% Male, 48.36% Female. Medina Valley Independent School District serves 12.07% Special Education students, 52.14% Economically Disadvantaged students, 4.98% English Language Learners; 24.55% At-Risk students, 5.01% Gifted & Talented students. The average attendance rate for students is 95.5%. The annual dropout rate is 0.0%. The annual graduation rate is 100%.

Medina Valley ISD is a fast-growth district focused on meeting the needs of every student, every minute of every day. With a district enrollment of 5,829 students and growing at 7 - 9% per year, Medina Valley ISD opened two new campuses this past school year. Luckey Ranch Elementary is the district's first campus in Bexar County and is located in the Luckey Ranch subdivision, south of US Hwy 90 and between Loop 1604 and Hwy 211. Loma Alta Middle School is located on County Road 381, just to the south of Potranco Road, directly behind Potranco Elementary. This past year the district's technology infrastructure was replaced and expanded, which increased the bandwidth available on each campus and provided more devices and more wireless access points. The district was awarded the state accountability distinction for post-secondary readiness; being one of only 64 districts in the state to receive this honor. The district is blessed with a hard-working, student-focused board of trustees, who are laser-focused on improving and expanding opportunities for all students. The district received an "A" rating on the state accountability system, with all campuses earning a "Met Standard" rating.

Demographics

With the continued growth, MVISD will continue to implement culturally responsive practices to help all learners attain academic excellence.

Student Achievement

We continue to show improvement in many areas; however, MVISD this year will focus on supporting the identified special pops in Grades 3-12; our targeted growth is to reach or exceed 7%.

School Culture and Climate

Full implementation of our technology plan to include technological programs and software with timely counseling services and improved communication with parents and students to improve attendance.

Staff Quality, Recruitment and Retention

Continue to build capacity via our mentor/mentee program, and use master teachers to create district common assessments to support and improve student learning.

Curriculum, Instruction and Assessment

Provide a uniform, guaranteed, and viable curriculum with instructional support through the use of technology and comprehensive evaluation.

Family and Community Engagement

Create opportunities that are communicated in the language necessary with parents/guardians while making sure that the parents have a place to convene to receive the information and training necessary to build capacity.

School Context and Organization

Continue to standardize and streamline communication processes.

Technology

Continue funding and refining our processes to ensure our technology is paired with a purposeful instruction to positively impact our students.

Special Programs

District Improvement Plan Development

The DIP was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, other appropriate school personnel, and with parents of children in schools serviced under this part.

As appropriate, the DIP was coordinated with other programs under the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (41 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the DIP describes how the local educational agency will monitor students' progress in meeting the challenging State academic standards by--

1.Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
2.Identifying students who may be at risk for academic failure
3.Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards
4.Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning
5.Describing how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers
6.Describing how the local educational agency will use current research on parental involvement that fosters achievement to high standards for all children and incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement experienced
7.Describing the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)

8.Describing the strategy the local educational agency will use to implement effective parent and family engagement under section 1116
9.If applicable, describing how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs
10.Describing how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part
11.Describing how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through coordination with institutions of higher education, employers, and other local partners and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills
12.Describing how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2)
13.If determined appropriate by the local educational agency, describing how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

Administrators

Dr. Kenneth Rohrbach	Superintendent
Dr. Dwight McHazlett	Assistant Supt of Curriculum, Instruction & Student Services
Juan Zamora	Assistant Superintendent of Finance & Operations

Planning Committee

Member Name	Title
Travis Brown	Elected Member/High School
Keith Jones	Elected Member/High School
Veronica Herrera	Elected Member/MV Middle School
Annette Thoele	Elected Member/MV Middle School
Kristen Sheetz	Elected Member/MV Middle School
Rebecca Ozuna	Elected Member/Potranco Elementary
Christy Ramirez	Elected Member/Potranco Elementary

Planning Committee (continued)

Member Name	Title
Elsie Torres	Elected Member/Potranco Elementary
Victoria Vielma	Elected Member/Castroville Elementary
Dawn Groff	Elected Member/Castroville Elementary
Claire Tondre	Elected Member/Castroville Elementary
Betty Granger	Elected Member/Luckey Ranch Elementary
Daniel Qualls	Elected Member/Loma Alta MS
Angela Grivich	Elected Member/Loma Alta MS
Jennifer Hickman	Elected Member/Loma Alta MS
Mitch Cobb	Calvary Friendship CHurch
Gina Britt	Fitwell
Natalie Benke	Director of Curriculum, Instruction, & Assessment
Cathy Tschirhart	Broadway Bank-Stuff the Bus Rep
Judy Grubbs	Parent
David Orozco	Parent
James Mendoza	Pastor
Stephanie Clark	Elected Member/MV Middle School
Kristan Groff	Elected Member/LaCoste Elementary
Lindsay Hartnett	Elected Member/LaCoste Elementary

Comprehensive Needs Assessment

Demographics

Strengths

1 Graduation rate is high.
2 Campuses have an effective behavior code of conduct and discipline procedures in place.
3 Campuses address special student population needs with programs.
4 Content Specialists are more available
5 Technology is improving
6 District-wide data analysis readily available
7 Growth and improvement in the offerings of services in GT and CTE programs
8 Requiring all secondary level instructors to have ESL certifications
9

Needs

1 Implement culturally responsive practices to support the achievement of all students by providing effective teaching and learning in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.
2 Meet the needs of our increasingly diverse and highly mobile student populations.
3 Identify, assess and meet the instructional needs of our highly mobile students in an expeditious and timely manner and provide social and emotional support, as well.
4 Technology to address low SES
5 Need to continue to refine and align course offerings with the college and career readiness state standards pertinent to CTE, IBCs, ACT/SAT, AP, and dual credit by making sure that instructional materials, training, and equipment are available.
6 Continue to support our At-Risk and educationally disadvantaged students to make sure they graduate on time by providing support services via state comp ed.
7 Instructional resources and training for EL's

Summary

With the continued growth, MVISD will continue to implement culturally responsive practices to help all learners attain academic excellence.

Data

Discipline Data
Expulsion Suspension Records
Staff Demographics
Student Demographics

OnData Suite
Climate Survey
PEIMS Data Submission Report

Student Achievement

Strengths

1. Passing standard on STAAR in all subject areas was higher than the state and Region average.
2. CTE courses are aligned by pathways and defined certifications continue to grow.
3. Graduation rate is 100%.
4. The district has seen an increase in "mastered" scores.
5. Course completion for 9th & 10th at 98%

Needs

1. Focus on writing. Specifically focus on phonics and spelling.
2. Increase special education access to core content and least restrictive environment by ensuring special education teachers are provided access to all core content materials and data; ensuring every student has access to English, writing, and math core instruction and supplement with special education services. (Increase inclusion and co-teach support); and increase Early Childhood (prek and kinder) inclusion opportunities for students with disabilities.
3. Using data sources, isolate and target deficiencies at the campus and teacher level. 3rd Gr math needs to improve for higher level learners; 7th grade reading & wtg need to improve for higher level learners; 8th grade rdg, sci, & ss need to improve for higher level learners; Alg I needs to improve for higher level learners
4. Reduce the retention rate in the elementary grades.
5. Develop and implement a districtwide RtI process with Success Ed training.
6. Continue to fund Reading specialists for each campus. Fund Math Specialists for each campus.

Summary

We continue to show improvement in many areas; however, MVISD this year will focus on supporting the identified special pops in Grades 3-12; our targeted growth is to reach or exceed 7%.

Data

PEIMS Data Submission Report

OnData Suite

Staff Demographics

Student Demographics

School Culture and Climate

Strengths

1 Great strides in communication have been made by the use of social media.
2 Improvements have been made in the infrastructure to support technology.
3 Evidence that staff sense overwhelming pride and collective efforts among teachers, administrators and students for a common goal of student achievement as indicated by the survey with a high percentage in the positive range.
4 Discipline consequences are issued when incidences occur as reported by 70% of the surveys responding favorably.
5 Honor School Board/Board President on State Committee
6 Teacher Retention and student teacher ratio are favorable
7 Great Community Involvement (Stuff the bus; Chamber; KENS 5)

Needs

1 Conduct comprehensive review of the quality/quantity technology resources in order to deliver instruction and address needs.
2 Utilize various modalities of communication to parents.
3 Review attendance data and consider steps to improve overall attendance rate from a four year average of 95.625% to 97%.
4 Greater support for social/emotional aide for students
5 District Attendance Incentives
6 Homecoming Pep Rally & Parade

Summary

Full implementation of our technology plan to include technological programs and software with timely counseling services and improved communication with parents and students to improve attendance.

Data

Discipline Data
Staff Demographics
Student Demographics
OnData Suite
Climate Survey
PEIMS Data Submission Report

Staff Quality, Recruitment and Retention

Strengths

1 ExCEL teacher of the year award and monthly Castroville Chamber of Commerce employee recognition
2 Staff Development provided in the core content areas, especially reading and math
3 The staff surveys overall indicate that their workplace feels more like a "family".
5 Job Fairs attended by HR, department chairs and aspiring campus leaders.
6 Salary above the state and current raise
7 Mentor Program for our zero year experience teachers with mentors being selected by campus admin

Needs

1 Continue the mentor program via ESC 20 to include MV teachers as mentors.
2 Staff development and job-embedded coaching to strengthen instructional capacity of teachers.
3 We need to continue utilizing master teachers to help write and align district curriculum.
4 Need to have an exit survey and results as to why teachers are leaving.
5 Teacher incentives for being on the job attendance on Friday's and Monday's.
6 Utilize our master teachers to write district common assessments.

Summary

Continue to build capacity via our mentor/mentee program, and use master teachers to create district common assessments to support and improve student learning.

Data

Climate Survey
PEIMS Data Submission Report
OnData Suite
Staff Demographics

Curriculum, Instruction and Assessment

Strengths

1 Created a curriculum management plan to guide the district in the components of the instructional process
2 Established and implemented a plan for a unified approach to delivering curriculum.
3 Established and implemented a plan for standardizing a calendar for assessments

Needs

1 Monitor, evaluate and add support for effective curriculum implementation.
2 Monitor and evaluate the effectiveness of curriculum resources.
3 Monitor and evaluate the quality and effectiveness of classroom instruction.
4 Standardize district supported/approved instructional materials and technology.

Summary

Provide a uniform, guaranteed, and viable curriculum with instructional support through the use of technology and comprehensive evaluation.

Data

Staff Demographics
Student Demographics
OnData Suite
PEIMS Data Submission Report
Climate Survey

Family and Community Engagement

Strengths

1 Literacy and math training nights are offered at Title I campuses.
2 Faculty and staff are receptive to the need of parent and family engagement.
3 As more trainings are offered for parents and families, with efforts to build capacity, more supplies/materials and snacks and refreshments are provided, accordingly. These efforts have resulted in more attendees.
4 District wide health fair.
5 Parent and Family Conferences (Title I State Wide Conference)
6 Booster Clubs (FFA, Band, Sports, etc)
7 LPAC Rep volunteers
8 Incentives to promote friendly competition among Title I campuses (Traveling Trophy)

Needs

1 Designate a parent center at each Title I campus.
2 Need a designated translator for campuses to utilize translation devices from the Federal Programs Department.
3 Offer more conferences or workshops for parents and families throughout the district.
4 Create more opportunities for parents and teachers to make a positive social/academic impact on student success.
5 Recruit surrogate parents for foster youth.
6 Increase collaboration with PTO to increase family engagement opportunities.
7 Need funding so Title I campuses may send forms/documents to a service provider to translate in Spanish or as needed in other languages.
8 Consistent communication from campus to campus for parent communication.

Summary

Create opportunities that are communicated in the language necessary with parents/guardians while making sure that the parents have a place to convene to receive the information and training necessary to build capacity.

Data

Climate Survey
PEIMS Data Submission Report
Attendance Data
District-Based Assessments
OnData Suite

School Context and Organization

Strengths

1 The district provides reading and math intervention strategy classes for struggling learners.
2 All Campuses have a site-based team comprised of teachers, and each school has representatives in the District Wide Advisory Council (DWAC).
3 Teachers create standards-base formative assessments to maintain progress checks and TEKS mastery for all students.
4 Based on climate surveys, students, parents, and the community have an overwhelmingly positive perception of the school district.
5 Safety protocols such as Raptor and threat assessment teams implemented and assembled
6 Sharing Innovations via EXPO

Needs

1 Effective communication among departments on related initiatives.
2 Collaboration among departments on related initiatives.
3 Standardizing, documenting and communicating processes & procedures to all stakeholders.
4 Ensure consistency in special programs throughout the district.
5 Parent Liaison
6 Support staff and special education support staff training

Summary

Continue to standardize and streamline communication processes.

Data

Staff Demographics
OnData Suite
PEIMS Data Submission Report
Climate Survey

Technology

Strengths

1. Our Board of Directors and Superintendent have been fully supportive to provide an enriched technological learning environment for our learners.
2. Provides relevant and reliable technology for staff, students, and guests. This includes student access to wireless devices while on campus, this also will include district-wide reliable wifi access for our staff, learners and, guests.
3. Updated technology infrastructure is in place to support a high level of instructional technology use in all classrooms
4. Community relations via social media and educational assistance to our community members
5. Incorporated monthly campus technology meetings
6. Hired a Technology Specialist

Needs

1. Scope and sequence for technology teaching of TEKS
2. Increase strategic technology tools for curriculum and organizational efficiency and effectiveness.
3. Continue the district-wide inventory process which will structure the district's obsolescence cycle.
4. Need to analyze the efficacy of the instructional software we are using currently (and consider revision)
5. Continue district focus on technology, ensuring that appropriate technology is available to students and staff.
6. Embrace technology-enriched learning environments on all of our campuses
7. Provide on-going training on existing data mining tools and instructional technology applications.
8. Consistent replacement and maintenance of technology
9. Accessories for technology available, i.e. microphones, mice, webcams, headsets

Summary

Continue funding and refining our processes to ensure our technology is paired with a purposeful instruction to positively impact our students.

Data

Staff Demographics
OnData Suite
Climate Survey
PEIMS Data Submission Report

Prioritized Needs

A: Demographics

- A1 Implement culturally responsive practices to support the achievement of all students by providing effective teaching and learning in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.
- A2 Meet the needs of our increasingly diverse and highly mobile student populations.
- A3 Identify, assess and meet the instructional needs of our highly mobile students in an expeditious and timely manner and provide social and emotional support, as well.
- A5 Need to continue to refine and align course offerings with the college and career readiness state standards pertinent to CTE, IBCs, ACT/SAT, AP, and dual credit by making sure that instructional materials, training, and equipment are available.
- A6 Continue to support our At-Risk and educationally disadvantaged students to make sure they graduate on time by providing support services via state comp ed.

B: Student Achievement

- B1 Focus on writing. Specifically focus on phonics and spelling.
- B3 Using data sources, isolate and target deficiencies at the campus and teacher level. 3rd Gr math needs to improve for higher level learners; 7th grade reading & wtg need to improve for higher level learners; 8th grade rdg, sci, & ss need to improve for higher level learners; Alg I needs to improve for higher level learners
- B4 Reduce the retention rate in the elementary grades.
- B5 Develop and implement a districtwide RtI process with Success Ed training.
- B6 Continue to fund Reading specialists for each campus. Fund Math Specialists for each campus.

C: School Culture and Climate

- C1 Conduct comprehensive review of the quality/quantity technology resources in order to deliver instruction and address needs.
- C2 Utilize various modalities of communication to parents.
- C4 Greater support for social/emotional aide for students

D: Staff Quality, Recruitment and Retention

- D1 Continue the mentor program via ESC 20 to include MV teachers as mentors.
- D2 Staff development and job-embedded coaching to strengthen instructional capacity of teachers.

E: Curriculum, Instruction and Assessment

- E1 Monitor, evaluate and add support for effective curriculum implementation.
- E2 Monitor and evaluate the effectiveness of curriculum resources.

E3 Monitor and evaluate the quality and effectiveness of classroom instruction.

E4 Standardize district supported/approved instructional materials and technology.

F: Family and Community Engagement

F1 Designate a parent center at each Title I campus.

F3 Offer more conferences or workshops for parents and families throughout the district.

F4 Create more opportunities for parents and teachers to make a positive social/academic impact on student success.

F6 Increase collaboration with PTO to increase family engagement opportunities.

F7 Need funding so Title I campuses may send forms/documents to a service provider to translate in Spanish or as needed in other languages.

G: School Context and Organization

G1 Effective communication among departments on related initiatives.

G2 Collaboration among departments on related initiatives.

G3 Standardizing, documenting and communicating processes & procedures to all stakeholders.

H: Technology

H2 Increase strategic technology tools for curriculum and organizational efficiency and effectiveness.

H3 Continue the district-wide inventory process which will structure the district's obsolescence cycle.

H4 Need to analyze the efficacy of the instructional software we are using currently (and consider revision)

H5 Continue district focus on technology, ensuring that appropriate technology is available to students and staff.

H6 Embrace technology-enriched learning environments on all of our campuses

H7 Provide on-going training on existing data mining tools and instructional technology applications.

Goals

Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals

:

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

:

Goal #3: Medina Valley ISD will connect all learners to college and career.

:

Goal #4: Medina Valley ISD will provide a safe and secure environment for all.

:

Actions

Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals

Objective #1: Provide professional development opportunities that will strengthen teacher capacity and positively impact student learning.

1	**Action:** Consolidate documentation such as internal and external workshop certificates, and other evidence of advanced coursework in Eduphoria. **Needs:** A1; C1; D2;	**Person(s) Responsible:** Campus administration	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Reports generated	**Ongoing Evaluation Method:** Monthly reports may be pulled	**Final Evaluation Method:** Patterns and trends will be analyzed to see the level of impact on student learning.
	Timeline: 7/1/2020 - 7/1/2021 (As Needed)		**Resources:** PD provided at campus level should be inputted in Eduphoria. Any PD paid for/with local or federal funds should also be documented.;
2	**Action:** Implement a system for a trainer-of-trainer model of professional development. **Needs:** A1; C1; D1; D2;	**Person(s) Responsible:** Curriculum and Instruction Dept	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds $20,000.00; State Comp Ed Funds $2,000.00
	Evidence of Implementation: Monthly reports generated by campuses and CIA - indicating teacher-led PD provided to others.	**Ongoing Evaluation Method:** Reports will be monitored each month to track the frequency of PD presentations. Surveys will be provided, and responses will be analyzed to monitor PD effectiveness and quality.	**Final Evaluation Method:** Student performance on end of year exams will be analyzed for comparison performance from last year.
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		**Resources:** Agenda, planning timelines;

3	**Action:** Develop a district-wide PD calendar for internal and external opportunities - to include college level professional development and coursework. **Needs:** A1; A2; A3; B1; E1; E2; E3; E4;	**Person(s) Responsible:** CIA and HR	**Funding/FTEs:**
	Evidence of Implementation: A 2018-2019 district-wide PD calendar will be posted and updated regularly.	**Ongoing Evaluation Method:** regular updates	**Final Evaluation Method:** End of year PD Survey
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		**Resources:** CIA planning agendas; DWAC feedback; data analysis; District and Campus CNA's.;

4	**Action:** Provide training opportunities on highly mobile and at-risk populations. **Needs:** A1; A2; A3; C1; D2;	**Person(s) Responsible:** CIA and Federal Programs	**Funding/FTEs:** State Comp Ed Funds $5,000.00; Title I, Part A Funds; Tx Educ for Children Homeless Youth
	Evidence of Implementation: PD catalogs, campus PD reports, certification of attendance and PD logs from the Federal Programs Department. Compliance is met.	**Ongoing Evaluation Method:** Surveys after each PD; ongoing monitoring of served students	**Final Evaluation Method:** End of Year PD survey; review of students' progress;
	Timeline: 8/1/2020 - 6/1/2021 (Annually)		

Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals

Objective #2: Build a strong foundation in the culture of the district, classroom instruction, and collegiality by providing teachers with a system of support.

1	**Action:** Implement a mentor program for teachers with less than one year teaching experience, and implement a system for layers of support teachers with less than three years of teaching experience. **Needs:** D1; D2;	**Person(s) Responsible:** CIA and Campus Admin (assigned by admin, usually dept chairs)	**Funding/FTEs:** Title II, Part A Funds $30,000.00
	Evidence of Implementation: Agenda, sign-in sheets, presentations	**Ongoing Evaluation Method:** Meetings, training sessions, and academies will be documented.	**Final Evaluation Method:** End of year survey/feedback will be used; along with faculty feedback
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		**Resources:** Program Manuals; instructional books/resources; calendar of events/Schedules; Job description, stipends. Initial setup is to meet at least monthly, however, most requests are for day to day.;

2	**Action:** Provide foundational professional development opportunities: behavior management, pedagogy, routines and procedures, goal setting, expectations, and differentiation. **Needs:** A1; A2; A3; B1; B3; E1; E2; E3; E4;	**Person(s) Responsible:** CIA, Campus Admin	**Funding/FTEs:** Local Funds; Title I, Part A Funds $100.00; Title II, Part A Funds $100.00
	Evidence of Implementation: PD catalogs, campus PD catalogs, and reports from Eduphoria tracking out-of-district PD	**Ongoing Evaluation Method:** PD surveys for each training session will be available in Eduphoria this school year.	**Final Evaluation Method:** End of year PD survey
	Timeline: 8/1/2020 - 7/1/2021 (On-going)		**Resources:** Share/coordinate calendar of events; reserve PD room to set goals and expectations and timeline of deployment. Training to include teacher aides where applicable.;

3	**Action:** Include checkpoints for monitoring mentor program effectiveness. **Needs:** D1; D2;	**Person(s) Responsible:** CIA	**Funding/FTEs:** Title II, Part A Funds
	Evidence of Implementation: A district appointed monitor for the MVISD Mentor Program will conduct periodic campus checks, and submit logs of visits and findings.	**Ongoing Evaluation Method:** Monitor logs	**Final Evaluation Method:** Mentor program survey
	Timeline: 9/1/2020 - 7/1/2021 (Monthly)		**Resources:** Form, processes, procedures, handbook;

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #1: Increase performance by 2% (pp) in all tested areas on state assessments as measured by the STAAR at the end of the academic school year.

1	**Action:** Increase parent/family engagement training opportunities by at least double. **Needs:** A1; A2; A3; B1; F1;	**Person(s) Responsible:** Parent & Family Engagement Coordinator, social workers, and Campus parent/family point of contact	**Funding/FTEs:** Local Funds; Title I, Part A Funds $7,000.00
	Evidence of Implementation: PO, agenda, sign-in sheet and survey	**Ongoing Evaluation Method:** At least once a week the parent and family engagement coordinator is at each Title I campus and meets with P&F (Parent & Family) Engagement liaison or designated faculty to evaluate needs and plan accordingly.	**Final Evaluation Method:** Final Parent Climate Survey
	Timeline: 9/1/2020 - 7/1/2021 (Bi-Annually)		**Resources:** HLC Staff development room, agenda, training plans/presentation. When needed, outside experts to present.;

2	**Action:** Increase professional development for teachers in the following areas: content specific lesson planning, TEKS study, effective instructional training in literacy and numeracy, increasing mastery through engagement, increasing academic vocabulary, and cross-curricular strategies. **Needs:** A1; A2; A3; B1; B3; E1; E2; E3; E4;	**Person(s) Responsible:** CIA and Campus Administration	**Funding/FTEs:** Local Funds; Title I, Part A Funds $400.00; Title II, Part A Funds $20,000.00; Title III, Part A Funds $4,399.00
	Evidence of Implementation: sign-in sheets; pd catalog	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Attendee feedback from surveys offered after every training session. Feedback, feedback, feedback! Monitor and adjust.
	Timeline: 9/1/2020 - 7/1/2021 (Every 9 weeks)		**Resources:** Agenda, sign-sheets, surveys, DWAC feedback;

3	**Action:** Help teachers understand how to communicate testing expectations and performance levels needed to meet/master end of year assessments through student conferencing (including charting performance of common assessments and benchmarks). **Needs:** A1; A2; A3; B3;	**Person(s) Responsible:** CI&SS PD, campus PD	**Funding/FTEs:** Title II, Part A Funds $8,000.00
	Evidence of Implementation: Walkthroughs; assessments built	**Ongoing Evaluation Method:** admin observations; Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** admin reports; student academic gains recorded
	Timeline: 9/1/2020 - 7/1/2021 (Every 6 weeks)		**Resources:** Agenda, student reports, access to Skyward and other online/software programs.;

4	**Action:** Provide the instructional support via instructional materials, support services, and/or staff for our at-risk and educationally disadvantage students from PreK-12th grade. **Needs:** A6;	**Person(s) Responsible:** CI&SS Asst Supt, CI Director, Fed Prog Director, and Campus administration	**Funding/FTEs:** State Comp Ed Funds $2,420,000.00; 21.00 FTEs
	Evidence of Implementation: Rosters of students to assigned intervention classes/programs; rosters of students and assigned staff for academic support before, during or after school; master schedules and signed job descriptions specifically detailing SCE	**Ongoing Evaluation Method:** quarterly progress monitoring will be conducted at each campus and at the district by the CI&SS Asst supt.	**Final Evaluation Method:** Review of academic gains and program evaluation reports per campus
	Timeline: 8/1/2020 - 7/1/2021 (Weekly)		**Resources:** Rosters of identified at-risk students, reference to At Risk Handbook and guidance; staff assigned social workers; prek aides, DAEP instructors/aides; counselors; PreK teachers not Headstart assigned.;

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #2: Close the achievement gap by 2% (pp) in all testing as measured by STAAR at the end of the academic school year.

1	**Action:** Increase professional development for teachers in the following areas: differentiation and small group instruction. **Needs:** A1; A2; A3; B3; B4;	**Person(s) Responsible:** CIA and Campus adminsitration	**Funding/FTEs:** Local Funds; Title I, Part A Funds $2,000.00; Title II, Part A Funds $2,000.00; Title III, Part A Funds
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2020 - 7/1/2021 (Every 9 weeks)		**Resources:** Agenda, plan, timelines of implementation, purchase researched based resources;
2	**Action:** Increase professional development for teachers in deepening instruction for high achievers. **Needs:** E1; E2; E3; E4;	**Person(s) Responsible:** CIA and Campus administration	**Funding/FTEs:** Title II, Part A Funds $2,000.00; Title III, Part A Funds
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2020 - 7/1/2021 (Every 9 weeks)		**Resources:** Agenda, planners, instructional resources;
3	**Action:** Increase professional development for teachers in response to intervention to reach struggling learners. **Needs:** B3; B5;	**Person(s) Responsible:** CIA, campus administration, Special Education dept	**Funding/FTEs:**
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2020 - 7/1/2021 (Every 9 weeks)		**Resources:** Planning meetings and product outcomes.;
4	**Action:** Provide targeted support and training in instructional leadership to principals and assistant principals. **Needs:** A1; A3;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2020 - 7/1/2021 (Every 6 weeks)		**Resources:** Agenda, sign-in sheet;

5	**Action:** Support teachers in creating technology-enriched learning environments. **Needs:** C1; E1; E2; E3; E4; H2; H4; H5; H6; H7;	**Person(s) Responsible:** CI&SS department and Technology dept	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds; Title I, Part A Funds; Title III, Part A Funds
	Evidence of Implementation: Agenda of meetings with delineated timelines and outcomes expected. Teacher lesson plans, login data reports, presentations, and evaluations.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2020 - 5/1/2021 (Monthly)		**Resources:** Planning meetings and product outcomes.;

6	**Action:** Provide a math specialist for Title I campuses to better address and drill down to those students who need academic support. **Needs:** B6;	**Person(s) Responsible:** CI Dept, Campus principal and specialist	**Funding/FTEs:** Title I, Part A Funds 4.00 FTEs
	Evidence of Implementation: Master schedules and rosters of identified and served students will be available	**Ongoing Evaluation Method:** Periodic and quarterly progress monitoring by campus admin	**Final Evaluation Method:** Review of student common assessment progress and final state assessment review
	Timeline: 7/1/2020 - 6/8/2021 (Annually)		**Resources:** RTI data; agendas of weekly meetings to address those students needing support;

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #3: Provide targeted PD ,on district and campus staff development days, in content areas to strengthen teacher capacity and provide equity.

1	**Action:** Provide targeted professional development in understanding diversity **Needs:** A1; A2; A3;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 9/1/2020 - 7/1/2021 (Annually)		**Resources:** Planning agendas and time scheduled for planning meetings;

2	**Action:** Provide targeted professional development in working with economically disadvantaged students **Needs:** A1; A2;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 9/1/2020 - 7/1/2021 (Annually)		**Resources:** Planning agendas and time scheduled for planning meetings;

3	**Action:** Provide targeted professional development in working with Student Learning Objectives (SLO) **Needs:** B3;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 9/1/2020 - 7/1/2021 (Annually)		**Resources:** Agendas and timelines of planning;

4	**Action:** Increase teachers' proficiency in instructional technology by providing continuous professional learning opportunities and support. **Needs:** D2; E3; H2; H5; H6; H7;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Agendas and planning timelines for implementation;

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #4: Systematically refer to and implement the components of the Technology 5-year plan as approved by the Board.

1	**Action:** Continue to provide and sustain hardware technology as well as tech infra that adheres to current standards that support instruction **Needs:** H2; H5; H6;	**Person(s) Responsible:** Technology Director and Campus Administration	**Funding/FTEs:**
	Evidence of Implementation: Documented response to 5-year plan; PO	**Ongoing Evaluation Method:** Use tracking inventory system and use climate surveys	**Final Evaluation Method:** Review reports of implementation, use, and effectiveness.
	Timeline: 8/1/2020 - 7/1/2021 (On-going)		**Resources:** 5 year plan review, inventory, surveys;

2	**Action:** Implement and use the systems in place to monitor usage and review analytics to determine efficiency. **Needs:** H3; H4; H7;	**Person(s) Responsible:** Technology director and campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agendas and sign-in sheets of data provided and analyzed	**Ongoing Evaluation Method:** Quarterly progress monitoring by CI&SS and the Technology Director	**Final Evaluation Method:** Evaluation of data provided by the technology director to DWAC for review and continued refinement.
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		**Resources:** Access and training to software;

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #5: Provide training and access that will help all parents connect and understand various opportunities, programs, requirements for academic success, and preparation for post-secondary.

1	**Action:** Each elementary campus, with the support from the teachers and parent/family engagement coordinator, will build parent capacity to achieve academic success. **Needs:** F1; F6;	**Person(s) Responsible:** Parent and Family Engagement coordinator, Campus Parent Liaison, teachers	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Specifics can be found on purchase orders, receipts from stores, flyers, emails from campuses requesting supplies/materials, refreshments, snacks, etc.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 9/1/2020 - 5/1/2021 (Bi-Annually)		**Resources:** Materials, supplies, snacks;
2	**Action:** Sessions and trainings will be made available to show parents/guardians how to interpret and understand state assessments. **Needs:** F3; F4;	**Person(s) Responsible:** Parent & Family Engagement Coord; campus liaison; campus administration; academic Coord.	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Specifics can be found on purchase orders, receipts from stores, flyers, emails from campuses requesting supplies/materials, refreshments, snacks, etc.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 10/1/2020 - 5/1/2021 (Bi-Annually)		
3	**Action:** Make trainings available to parents and guardians on trends and hot topics. **Needs:** F1; F3; F4;	**Person(s) Responsible:** Parent & Family Engagement Coord, Social workers, McKinney Vento & Foster Care Liaison	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Flyers/invites, sign-in sheets, emails and/or evaluations of the training/event.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 9/1/2020 - 5/1/2021 (Every 9 weeks)		**Resources:** snacks, materials and supplies, transportation when reasonable/necessary;

4	**Action:** Conduct meaningful math and literacy training by grade level and provide materials, accordingly, for teachers to perform hands-on activities and events, through Title I funding for parents. **Needs:** F1;	**Person(s) Responsible:** Parent & Family Engagement Coord; campus liaison; campus administration; academic Coord.; teachers	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Flyers/invites, sign-in sheets, emails and/or evaluations of the training/event.Purchase orders contain flyers or documentation and/or details of of an event or training that requires Title I funds to be utilized.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation/surveys/forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 10/1/2020 - 5/1/2021 (On-going)		

5	**Action:** For Title I campuses translate parent compacts, guidelines, and policies. **Needs:** F7;	**Person(s) Responsible:** Parent & Family Engagement Coordinator and campus liaison	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Parents, Admin, Parent and Family Engagement Coordinator and community members meet (PAC meetings at each campus) yearly to discuss, evaluate and make any changes and adjustments to the campus parent and family engagement policies and campus compacts. Sign-in sheets and notes serve as evidence of implementation. The policies and compacts are also posted on each campus website.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation/surveys/forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 10/1/2020 - 5/1/2021 (Annually)		**Resources:** compacts, guidelines, and policies;

6	**Action:** We will use the Title I compliance timeline to create a friendly competition by using the Title I requirements as a benchmark. **Needs:** F4;	**Person(s) Responsible:** Parent and Family Engagement Coordinator Parent and Family Engagement Campus Point of Contact	**Funding/FTEs:** Local Funds; Title I, Part A Funds $100.00
	Evidence of Implementation: Title I black box timeline will be utilized as a guide.	**Ongoing Evaluation Method:** Number of parent participants through sign-in sheets Campuses completing Title I Timeline Requirements accordingly Number of trainings, activities and events campuses provide for parents and families Title I black box timeline MOE audit	**Final Evaluation Method:** Set2Plan will have collection of all campus trainings, activities and events per campus Title I black box timeline EOY audit
	Timeline: 9/1/2020 - 5/1/2021 (Monthly)		**Resources:** Title I Traveling Trophy Certificates Materials and supplies;

7	**Action:** District-wide parent engagement activities to involve the English learner, their families, and community resources/community-based organizations to ensure student success through effective activities and strategies specifically for English learners. **Needs:** F3; F4;	**Person(s) Responsible:** District EL Specialist and Campus Admin	**Funding/FTEs:** Title I, Part A Funds; Title III, Part A Funds
	Evidence of Implementation: Planning agendas, sign-in sheets of participants, certs of attendance, powerpoint presentations, PO's	**Ongoing Evaluation Method:** Exit Surveys/parent participant feedback	**Final Evaluation Method:** Survey feedback and evidence of impact pertinent to the training targeted
	Timeline: 9/1/2020 - 5/1/2021 (Bi-Annually)		**Resources:** location;

Goal #3: Medina Valley ISD will connect all learners to college and career.

Objective #1: Assist students in creating personalized plans to help guide their college and/or career pathway.

1	**Action:** Administer comprehensive surveys to all MVISD students **Needs:** A2; A3; B4;	**Person(s) Responsible:** CI&SS and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: The survey will be shared with DWAC and the board for input and development. Agenda and sign-in sheets will be denote the planning of the survey.	**Ongoing Evaluation Method:** The survey will be spearheaded by the CI&SS department given to each constituent to fill out; then it will be analyzed and the findings shared with CPOC and DWAC.	**Final Evaluation Method:** The survey results will be instrumental in the adjustments needed and then addressed in the following year's DWAC CNA/DIP.
	Timeline: 11/1/2020 - 3/31/2021 (Annually)		**Resources:** Survey;

2	**Action:** Document and communicate transition plan from 5th to 6th grade; and 8th to 9th grade. **Needs:** A1;	**Person(s) Responsible:** Guidance and Counseling Coordinator	**Funding/FTEs:**
	Evidence of Implementation: Agenda and minutes with timelines	**Ongoing Evaluation Method:** Quarterly progress monitoring by Asst Supt CI&SS	**Final Evaluation Method:** Transition plans and documented procedures will be reviewed and refined for the following year's needed changes.
	Timeline: 1/1/2020 - 7/1/2021 (Annually)		**Resources:** Agendas, minutes, timelines;

3	**Action:** Support CCMR with College representative campus visits, college fairs, career fairs, guest speakers and field trips for all campuses. **Needs:** A1; A5;	**Person(s) Responsible:** CTE Director and Guidance & Counseling Coordinator	**Funding/FTEs:** Local Funds; Career & Technology Funds; Carl-Perkins Title IPartC $1.00
	Evidence of Implementation: Sign-in log; power point/presentations used; lesson plan; Naviance reports	**Ongoing Evaluation Method:** Student survey; Naviance reports	**Final Evaluation Method:** Student and faculty Feedback; Naviance reporting
	Timeline: 9/1/2020 - 5/1/2021 (On-going)		**Resources:** Planning meetings and agendas; Naviance;

4	**Action:** College & Career Counseling/transitional planning for special populations including special education and English Language Learners. **Needs:** A1; A5;	**Person(s) Responsible:** Counselors, teachers, and administration	**Funding/FTEs:** Local Funds; Carl-Perkins Title IPartC $1.00
	Evidence of Implementation: Agenda and minutes with timelines; Naviance reports	**Ongoing Evaluation Method:** Student survey; Naviance reporting	**Final Evaluation Method:** Student and faculty Feedback; Naviance reports
	Timeline: 9/1/2020 - 5/30/2021 (Every 6 weeks)		**Resources:** student interest inventory, 4-year plans;

5	**Action:** Instructional materials, equipment, and training will be prioritized to ensure CTE students and CTE teachers have the tools necessary to achieve success and promote CTE programs. **Needs:** A1; A5;	**Person(s) Responsible:** Campus Admin, Counselors, CTE Director, Teachers	**Funding/FTEs:** Local Funds $1.00; Career & Technology Funds $1.00; Carl-Perkins Title IPartC $10,000.00
	Evidence of Implementation: Agenda and minutes with timelines	**Ongoing Evaluation Method:** Student survey	**Final Evaluation Method:** Student and faculty Feedback
	Timeline: 8/1/2020 - 6/1/2021 (On-going)		

Goal #3: Medina Valley ISD will connect all learners to college and career.

Objective #2: Provide support to students who have encountered a hardship, trauma, or other challenges that may potentially keep them from being academically successful.

1	**Action:** Motivational speakers **Needs:** A3; C4;	**Person(s) Responsible:** Counselor & Student Guidance Coordinator and Campus liaison	**Funding/FTEs:** Title IV, Part A Funds $5,000.00; State Comp Ed Funds $1.00
	Evidence of Implementation: Agenda, planning meetings, PO and student feedback (surveys)	**Ongoing Evaluation Method:** Periodic planning and obtaining student feedback via surveys. Counselors and Social workers may also provide additional data.	**Final Evaluation Method:** Periodic planning and obtaining student feedback via surveys. Counselors and Social workers may also provide additional data.
	Timeline: 9/1/2020 - 5/1/2021 (Bi-Annually)		**Resources:** Planning agenda, minutes, and timelines;
2	**Action:** Social workers will be available to provide training on various mental health and other hot topics to our secondary staff **Needs:** A1; A2; A3;	**Person(s) Responsible:** Guidance & Counseling Coordinator and campus admin	**Funding/FTEs:** Title IV, Part A Funds $500.00
	Evidence of Implementation: Training will be coordinated and provided	**Ongoing Evaluation Method:** Evaluation of presentation and certificates will be provided	**Final Evaluation Method:** Survey and feedback by staff will be reviewed after training
	Timeline: 8/1/2020 - 6/1/2021 (Annually)		**Resources:** Agenda, planning meetings, minutes, timelines;
3	**Action:** Monthly Student Support Team meetings will be conducted by our Guidance and Counseling Coordinator. **Needs:** A1; A2; A3;	**Person(s) Responsible:** Guidance & Counseling Coordinator	**Funding/FTEs:**
	Evidence of Implementation: Agendas will be available for review	**Ongoing Evaluation Method:** quarterly reviews will be assessed by the CI&SS Asst Supt	**Final Evaluation Method:** Feedback from counselors and social workers will be reviewed, refined, and considered for the following year
	Timeline: 9/1/2020 - 5/1/2021 (Monthly)		**Resources:** Agendas, sign in sheets, timelines;

4	**Action:** Provide supplies, clothing, instructional materials, and other support services to assist the identified highly mobile and at-risk student. **Needs:** A1; A2; A3;	**Person(s) Responsible:** McKinney-Vento and Foster Liaison; counselors; social workers	**Funding/FTEs:** Local Funds; Title I, Part A Funds $1,500.00; Tx Educ for Children Homeless Youth $9,500.00
	Evidence of Implementation: Family/student residency questionnaires, sign-in logs, receipts, and quarterly monitoring are available.	**Ongoing Evaluation Method:** Quarterly checks by the Fed Prog director.	**Final Evaluation Method:** Review of grant data and tally of services rendered are evaluated at the end of each school year.
	Timeline: 8/1/2020 - 6/1/2021 (Every 3 weeks)		**Resources:** surveys, interview questionnaire, referrals;

5	**Action:** Counselors and social workers will provide mental health support to all students, using a variety of research based supplies and materials. **Needs:** A3; C4;	**Person(s) Responsible:** Coordinator of Guidance and Counseling, Counselors, & Social Workers	**Funding/FTEs:** State Comp Ed Funds $3,000.00; Title IV, Part A Funds $3,000.00
	Evidence of Implementation: Agendas, student logins, POs, inventory	**Ongoing Evaluation Method:** Monthly consultations	**Final Evaluation Method:** Evaluation surveys from both counselors/social workers & students
	Timeline: 9/1/2020 - 5/1/2021 (Monthly)		

Goal #3: Medina Valley ISD will connect all learners to college and career.

Objective #3: Maximize opportunities for students to earn either post secondary credit(s) and/or industry certifications to increase outcome by 5% (pp) by the end of each academic year.

1	**Action:** Increase AP and dual credit offerings **Needs:** A5; E1; E2; E3; E4;	**Person(s) Responsible:** CI&SS; HS Campus admin	**Funding/FTEs:**
	Evidence of Implementation: Increased number of courses offered via the Master schedule. Documented MOU with Southwest Texas Junior College.	**Ongoing Evaluation Method:** Revisiting courses selections and student interest inventories addressed in early spring for master schedule planning for the coming year.	**Final Evaluation Method:** Review the total number of courses offered and consider looking at student growth enrolled.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Student interest inventory surveys; master schedule; course selections; teacher certifications;
2	**Action:** Encourage 100% student participation in college admissions testing (such as SAT, ACT, TSIA) **Needs:** A1; A2; A5;	**Person(s) Responsible:** CI&SS; Secondary campus administration; counselors	**Funding/FTEs:**
	Evidence of Implementation: Planning logs; counselor presentations, and fliers/electronic communication to parents and students.	**Ongoing Evaluation Method:** Monthly visits and meetings with counselors and administration responsible for leading the charge and also the progress monitoring check done by the administration.	**Final Evaluation Method:** Data comparison from previous years.
	Timeline: 8/1/2020 - 6/1/2021 (On-going)		**Resources:** communication; brochures; student meetings;
3	**Action:** Provide and increase success in AP/ Dual credit / Business and Industry certifications/ and articulated credit. **Needs:** A1; A2; A5;	**Person(s) Responsible:** CI&SS; Secondary campus administration, CTE Director, and Coord. for Counseling	**Funding/FTEs:** Local Funds $1.00; Career & Technology Funds $1.00; Carl-Perkins Title IPartC $10,000.00
	Evidence of Implementation: Increased number of courses offered via the Master schedule. Documented MOU with Southwest Texas Junior College.	**Ongoing Evaluation Method:** Revisiting courses selections and student interest inventories addressed in early spring for master schedule planning for the coming year.	**Final Evaluation Method:** Review the total number of courses offered and consider looking at student growth enrolled.
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		**Resources:** Student interest inventory surveys; master schedule; course selections; teacher certifications;

Goal #4: Medina Valley ISD will provide a safe and secure environment for all.

Objective #1: Monitor and maintain facilities to ensure the safety of all students and staff by making sure that 100% of district and campus security programs are implemented.

1	**Action:** Detailed calendar provided by principal that indicates dates of all lock-down, emergency evacuation, fire, and other safety drills. **Needs:** C2; G1; G2; G3;	**Person(s) Responsible:** District safety coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 7/1/2020 - 10/2/2020 (On-going)		**Resources:** Calendar dates, centralized documentation;

2	**Action:** Quarterly campus visits by district safety officials to understand campus layouts and emergency plans. **Needs:** C2; G1; G2; G3;	**Person(s) Responsible:** District safety coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 9/1/2020 - 6/1/2021 (Every 9 weeks)		**Resources:** Agendas, minutes, and plan(s) of action communicated;

3	**Action:** Safety reviews of each campus by an external office as required per TEA guidelines. **Needs:** C2; G1; G2; G3;	**Person(s) Responsible:** District safety coordinator	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 8/1/2020 - 6/1/2021 (Other)		**Resources:** Calendar/timeline; summary of findings reported back to central office and campus administration;

4	**Action:** Analysis of external safety review results by Campus Safety Committees to strengthen campus safety. **Needs:** C2; G1; G2; G3;	**Person(s) Responsible:** District safety coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 10/1/2020 - 6/1/2021 (Bi-Annually)		**Resources:** Agendas, sign-in sheets, findings to be communicated to campus administration;

5	**Action:** Coordinate with local law enforcement, EMS, and jurisdiction agencies to familiarize with the layout of district facilities. **Needs:** C2; G1; G2; G3;	**Person(s) Responsible:** Central Office administration, maintenance and operations departments, and Campus adminsitration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 8/1/2020 - 7/1/2021 (Annually)		**Resources:** Scheduled times to meet; agendas, sign-in sheets, evaluation.;

Goal #4: Medina Valley ISD will provide a safe and secure environment for all.

Objective #2: Include community values, health, and safety issues in our social-curriculum plans and programs.

1	**Action:** The SHAC (School Health Advisory Council) will conduct quarterly meetings. **Needs:** C2; G2;	**Person(s) Responsible:** District Nurse, Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agenda and minutes along with sign-in sheets from each quarterly meeting are available	**Ongoing Evaluation Method:** Quarterly progress monitoring by the CI&SS Asst Supt will be conducted	**Final Evaluation Method:** Surveys will be provided to each participant reviewed at the end of the school year for feedback to the DWAC
	Timeline: 9/26/2020 - 4/24/2021 (Every 9 weeks)		**Resources:** HS Library, projector, handouts, agenda, and sign-in sheets Meetings are scheduled quarterly and posted on the district website;

2	**Action:** Our counselors and social workers will collaborate to address suicide prevention, conflict resolution, and violence prevention. **Needs:** A2; A3;	**Person(s) Responsible:** Guidance & Counseling Coordinator	**Funding/FTEs:**
	Evidence of Implementation: Agenda and feedback available via the Guidance & Counseling Coordinator	**Ongoing Evaluation Method:** Quarterly monitoring and feedback to CI&SS Asst Supt via G&C Coordinator	**Final Evaluation Method:** Data collected by counselors and social workers will be reviewed, analyzed and shared for a comprehensive needs assessment to determine actions necessary for the following year.
	Timeline: 9/1/2020 - 6/1/2021 (Daily)		**Resources:** Agenda, timelines, and planning meetings; curriculum used;

3	**Action:** The student handbook will continue to define dating violence. **Needs:** A1; A3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Handbook produced with required language	**Ongoing Evaluation Method:** Handbook will be available	**Final Evaluation Method:** Handbook will follow statute
	Timeline: 12/1/2020 - 8/1/2021 (Annually)		**Resources:** Handbook as provided by TASB;

4	**Action:** Pertinent to dating violence, safety planning will be addressed with the necessary personnel on enforcement of protective orders. **Needs:** A2; A3;	**Person(s) Responsible:** Campus Counselors and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Planning and execution of plans will be logged	**Ongoing Evaluation Method:** Quarterly Progress Monitoring by the CI&SS Asst Supt or designee will be conducted	**Final Evaluation Method:** Feedback will be provided for the comprehensive needs to determine areas of refinement
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Agenda, planning, and timelines;
5	**Action:** Continue to include the policy addressing sexual abuse, sex trafficking, and other maltreatment of children in the student handbook. **Needs:** A3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Policy available for review	**Ongoing Evaluation Method:** Policy available	**Final Evaluation Method:** Policy available and updated as dictated by statute
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Planning and timelines;
6	**Action:** Pertinent to sexual abuse awareness and prevention, training will be offered to staff, student, and parents. Within these pieces of training, we will include actions that a child who is a victim should take to obtain assistance and intervention; and the available counseling options for students affected. **Needs:** A1; C2; C4; G1; G2; G3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Training presentation is available	**Ongoing Evaluation Method:** Quarterly progress monitoring by CI&SS Asst Supt or designee	**Final Evaluation Method:** Review of statute and staff feedback will be reviewed and considered
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** planning agendas and timelines;
7	**Action:** Pertinent to sexual abuse and sex trafficking, MVISD will reach out to law enforcement or other entities that provide expertise in prevention and referral protocols. **Needs:** A1; C2; C4; G1; G2; G3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agenda, sign-in sheet and training presentation are available.	**Ongoing Evaluation Method:** Quarterly progress monitoring will be conducted by the CI&SS Asst Supt or designee.	**Final Evaluation Method:** Statute and faculty feedback will be reviewed and adjusted as necessary
	Timeline: 9/1/2020 - 7/1/2021 (Annually)		**Resources:** Agenda, planning, and timelines;

8	**Action:** MVISD will continue to offer pregnancy-related services to our students. The guidelines and support services available to our students may be found in the district website under the Federal Programs Department. **Needs:** A6;	**Person(s) Responsible:** Campus administration, campus nurse, counselor, social worker, and Federal Programs personnel	**Funding/FTEs:**
	Evidence of Implementation: Log of students served and documented forms	**Ongoing Evaluation Method:** Periodic visits to the nurse while the student is on campus; weekly visits once students deliver the child.	**Final Evaluation Method:** Continue to review the process and track the students to make sure they are on track for graduation.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Forms, doctor's notes, plans, schedule reviews, homebound services as needed;

Goal #4: Medina Valley ISD will provide a safe and secure environment for all.

Objective #3: Provide district-wide training in effectively and efficiently responding to and recovering from emergency incidents (training, drills, protocols).

1	**Action:** The district EOP (Emergency Operations Plan) will list the preparedness drills and frequency. **Needs:** G1; G2; G3;	**Person(s) Responsible:** Central Office administration, maintenance and operations departments, and Campus adminsitration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and documented drills are available	**Ongoing Evaluation Method:** Quarterly Progress Monitoring will be conducted by the CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 7/1/2020 - 12/18/2020 (Annually)		**Resources:** Scheduled times to meet; agendas, sign-in sheets, evaluation. Refer to the Texas School Safety Center on the 5 recommended drills and timelines.;

2	**Action:** Provide annual training to all stakeholders on the campus/district's emergency response practices by completing appropriate training in the Standard Response Protocol and Standard Reunification Method. **Needs:** G1; G2; G3;	**Person(s) Responsible:** Central Office administration, maintenance and operations departments, and Campus adminsitration	**Funding/FTEs:**
	Evidence of Implementation: Training presentations available	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 8/15/2020 - 6/1/2021 (Annually)		**Resources:** Scheduled times to meet; agendas, sign-in sheets, evaluation;

3	**Action:** Provide active shooter training for each campus. **Needs:** G1; G2; G3;	**Person(s) Responsible:** Safety Coordinator and District Administration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and documented drills are available	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 8/1/2020 - 6/1/2021 (Annually)		**Resources:** Planning, agendas, and minutes;

4	**Action:** Provide stop-the-bleed training for each campus. **Needs:** G1; G2; G3;	**Person(s) Responsible:** Safety Coordinator and District Administration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and documented drills are available.	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee.	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		**Resources:** Planning, agendas, and minutes.;

5	**Action:** District and campus leadership attendance of Texas State School Safety workshops in emergency preparedness such as emergency response and reunification. **Needs:** G1; G2; G3;	**Person(s) Responsible:** Safety Coordinator and Campus Administration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and certifications of attendance are available	**Ongoing Evaluation Method:** Quarterly Progress monitoring	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		**Resources:** Planning, agendas, and minutes;

6	**Action:** Encourage campus student leaders (middle/high school) to attend Texas School Safety Center's Youth Preparedness Camp to create a culture of preparedness among students. **Needs:** G1; G2; G3;	**Person(s) Responsible:** Safety Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agendas and planning timelines	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 12/1/2020 - 7/1/2021 (Annually)		**Resources:** Planning and timelines;

Funding

Bilingual/ELL		
Career & Technology Funds	$2.00	
Local Funds	$2.00	
Carl-Perkins Title IPartC	$20,002.00	
State Comp Ed Funds	$2,430,001.00	21.00 FTEs
Special Ed Funds		
Title I, Part A Funds	$11,100.00	4.00 FTEs
Title II, Part A Funds	$82,100.00	
Title III, Part A Funds	$4,399.00	
Title IV, Part A Funds	$8,500.00	
Tx Educ for Children Homeless Youth	$9,500.00	

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	● Who have made a qualifying move within the previous 1-year period; AND ● Have failed one or more of the state assessments (STAAR), or were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	● Who have made a qualifying move within the previous 1-year period; AND ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: ESC Region 20	**Priority for Service (PFS) Action Plan**	Filled Out By: MEP Team
Region: 20	School Year: 2020 - 2021	Date: 09/16/20

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

Goal(s):	**Objective(s):**
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	Monthly	System Specialists	NGS Monthly Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annual	Migrant Coordinator Educational Specialists	Priority Service Action Plan
Additional Activities			
▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	Annual	Educational Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	Annual PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls with parents as needed (case by case) PAC Meetings	Educational Specialists Migrant Counselor Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list PAC Sign-In Sheets Tutor Logs
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Provide services to PFS migrant students.			

▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report PFS Progress Review Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee	ESC Migrant Counselor Logs Recruiter Logs Tutor Logs NGS Supplemental Count Report PFS Progress Review Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Year Round	Migrant Coordinator Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms

LEA Signature **Date Completed** **ESC Signature** **Date Received**

2020-2021 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1, 2021 for ID&R training or as determined by TEA. NGS training: August 25-27, 2020
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. ***Potentially Eligible Migrant Children*:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. ***Currently Eligible Migrant Children*:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. ● NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.	**Staff:** Designated SEA Reviewers NGS staff	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	**Staff:** ESC, District Designee	December
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT **A. Evaluate ID&R efforts for subsequent planning.** Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**INDIVIDUALS RESPONSIBLE** **Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	**TIMELINE** By June 30
B. Other		



Campus Improvement Plan

Medina Valley High School

2020-2021

8365 FM 471 South, Castroville, Tx 78009

Castroville, TX 78009

State ID: 163908001

Mission

In relentless pursuit of exemplary performance through a culture of excellence.

Vision

Medina Valley High School will promote educational excellence with a focus on college and career readiness, prepare students to be critical thinkers in a global society, and practice the MVISD Core Beliefs.

Description

Medina Valley High School opened its doors in 1955 and serves 1556 students in grades 9 through 12. The student population is 3.73% African American, 58.74% Hispanic, 33.61% White, .7% American Indian, .58% Asian, .4% Pacific Islander, 2.25% Two Or more Races, 50.51% Male, 49.49% Female. Medina Valley High School serves 9.7% Special Education students, 44.02% Economically Disadvantaged students, 2.12% English Language Learners; 28.02% At-Risk students, 5.21% Gifted & Talented students. The overall mobility rate for the campus is 12.6%. The average attendance rate for students is 94.6%. The annual graduation rate is 98.9%.

Non-Title I Campus

MVHS is a Non-Title I Campus

Demographics

Increase performance on standardized tests and college readiness for all populations.
Increase staffing resources to promote student achievement across all populations

Student Achievement

Increase student attendance to state average or above.
Increase enrollment in advanced courses for all populations.
Follow a coherent sequence in CTE courses and offerings.
Continue to improve/refine our college career military readiness accountability rating.

School Culture and Climate

To provide struggling students with academic guidance and support through counseling. Continue to increase facilities space. Continue to monitor student attendance

Staff Quality, Recruitment and Retention

Improve mentorship program.
Content specific and follow through of professional development.

Curriculum, Instruction and Assessment

Opportunities for CTE, Gifted and Talented, and special populations with increasing support and additional assistance beyond the classroom.

Family and Community Engagement

Continued outreach to parents and continual communication with all stakeholders. Continue efforts to get more students involved in school and extracurricular.

School Context and Organization

Facilitate activities/rewards for students and staff alike to promote a positive culture.
Provide a safe environment by maintaining equipment that is aligned with business and industry standards.
Provide meaningful Freshman mentor program with guest speakers.

Technology

Technology has been continuously improving, but the population is increasing steadily which will require more technology and equipment to adapt to our growing needs.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

Administrators

Tanner Lange	Principal
John Slaton	Vice Principal
Amanda Monteiro	Vice Principal
Kathryn Nevarez	Vice Principal
Fernando Torres	Academic Dean
Vangela Churchill	Vice Principal

Planning Committee

Member Name	Title
Tanner Lange	Principal
Kathryn Nevarez	Vice Principal
Amanda Monteiro	Vice Principal
Theresa Hecker	Math Teacher
Brandy White	English Teacher
Suzanne Lee	Foreign Language Teacher
Laura Kohlleppel	CTE Teacher
Andrew Carawan	Social Studies Teacher
Lt. Col Robert Spracale	JROTC Instructor
Omar Moreno	Special Education Teacher
Mary Castellano	Special Education Department Chair
Robert Gilmore	Parent
Mica Carawan	Parent
Meredith Jones	Community Member
Brenda Vega	Community Member
Joan Tiner	Business Rep
Tim Hardt	Business Rep

Comprehensive Needs Assessment

Demographics

Strengths

1 MVHS graduation rates are considerably higher than the state average.
2 All demographics are performing well on state assessments.
3 High Performance on Algebra 1, Biology, US History for low SES populations.
4 Campus distinction designations in 5 areas.
5 Robust extracurricular and enrichment activities for special populations.

Needs

1 Increase participation in advanced courses/dual credit enrollment for ELL, Hispanic, African American and Special Ed.
2 Increase participation of all demographics in ACT, SAT, and ASVAB testing participation.
3 Increase number of special education staff.
4 Increase percentages of all populations meeting TSI.
5 Practical professional development for differentiated instruction to meet the needs of all special populations.
6 Increase participation in courses that fall under CTE enrollment for ELL, Hispanic, African American, and Special Education populations.
7 Maintain interventions with students retesting.

Summary

Increase performance on standardized tests and college readiness for all populations.
Increase staffing resources to promote student achievement across all populations

Data

Attendance Data
Curriculum-Based Assessments
Discipline Data
District-Based Assessments
Expulsion Suspension Records
Graduation Records
Promotion / Retention data
Response to Intervention tracking
Staff Demographics
Student Demographics

TAPR
PBMAS
PEIMS Data Submission Report
Climate Survey

Student Achievement

Strengths

1. Distinctions earned in all five accountability areas.
2. 100% graduation rate.
3. SAT/ACT scores at or above the state average.
4. Improved STAAR level 3 (masters) scores.
5. College Prep English and Mathematics added to the master schedule.
6. Added Science and English Dual Credit courses.
7. Incentives for Track 1 flex school year, attendance and intervention.
8. Increased enrollment in advanced courses
9. Targeted tutoring for all levels in EOC subjects
10. Increased enrollment in CTE courses.
11. Improved student involvement for ELL population through the Dream Big Club.
12. Student and staff growth through our online learning platform.
13. Developed a guaranteed and viable curriculum to include common assessments.

Needs

1. Improve student and staff attendance.
2. Increase/continue academic interventions for ELL, low socioeconomic, special education, and at-risk student populations.
3. Increase rigor in core classes.
4. Continue building coherent sequences in CTE including offering advanced CTE courses.
5. Staffing and instructional support for sub populations.
6. Continue content specific professional development and lesson study.
7. Continued improvement for student and staff mastery of online learning.
8. Include and extra flex day for improved attendance and student achievement.
9. Increase availability of substitutes to include permanent on-site substitutes.
10. Additional support for students in disciplinary placements.

Summary

Increase student attendance to state average or above.
Increase enrollment in advanced courses for all populations.
Follow a coherent sequence in CTE courses and offerings.
Continue to improve/refine our college career military readiness accountability rating.

Data

Attendance Data

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
Discipline Data
District-Based Assessments
STAAR / EOC Results
TAPR
Skyward Data Mining

School Culture and Climate

Strengths

1. Increased monitoring by School Resource Officers, bollards in front of school building, addition of vestibule, and entry with IDs.
2. Overall citizenship of students.
3. Campus emergency operations plan in place with signage.
4. Increased availability of clubs and student activities.
5. Promotion of achievement via social media.
6. Continuation of Flex Year.
7. Staff is resourceful and works together to get tasks completed.
8. Effective camera surveillance system
9. Increased engagement of students through peer tutoring organization.
10. Reduction of student discipline due to an increase in student involvement
11. Inclusion of directional maps throughout campus.
12. Improved student accountability.
13. Promoted positive staff & student recognition and appreciation.
14. Staff and students are provided with better technology, tools, and resources.
15. More cohesion and accountability among staff across departments.

Needs

1. Continue to increase campus security initiatives.
2. Increase facilities space (CTE, athletics,etc.)
3. Consistent support personnel including inclusion, ELL, custodial.
4. Tracking/monitoring student attendance.
5. Continue to track and guide students in academic and career counseling.
6. Increase support for all new staff to high school campus.
7. Create a program for transfer students to have a student sponsor who can help ease the new student into the school environment
8. Separate Grand Central Station from A+.
9. Assess and develop means for decrease of vaping on campus.
10. Increase rewards for attendance and other student achievements.

Summary

To provide struggling students with academic guidance and support through counseling. Continue to increase facilities space. Continue to monitor student attendance

Data

Classroom Walkthrough Data

Discipline Data
Expulsion Suspension Records
Graduation Records
Inidividual Student Profiles
Promotion / Retention data
Staff Demographics
Student Demographics
TAPR
Climate Survey

Staff Quality, Recruitment and Retention

Strengths

1 Attending job fairs throughout the year
2 School promotes high morale/ encouragement of staff and students through social media, newsletters, and staff meetings.
3 Student-led activities throughout the year help improve and strengthen a positive school culture.
4 Communication of staff expectations and respectful of teacher's time.
6 Professional development format, choices for staff.
7 Common planning periods for tested subjects
8 Departments are given funds for teachers to attend professional development seminars.
9 Teacher retention through competitive salaries comparable to surrounding districts.

Needs

1 Develop a more effective and personalized mentor program at the campus-level.
2 Coordination between district PD and Campus needs
5 Improve training for inclusion staff and co-teachers.
6 Promote available teacher positions on social media
7 Increase available substitutes to minimize the disruption to the educational setting.

Summary

Improve mentorship program.
Content specific and follow through of professional development.

Data

Classroom Walkthrough Data
District-Based Assessments
Promotion / Retention data
Staff Demographics
TAPR
PEIMS Data Submission Report
Inidividual Student Profiles
Climate Survey

Curriculum, Instruction and Assessment

Strengths

1 Intervention pullout for math, science, english one and two four weeks prior to STAAR EOC testing.
2 Flex Year
3 Scheduled tutorials (for specialized demographics)
4 Increased the number of CTE classes offered
5 Lesson Study data driven teacher development
6 Increase in dual credit and AP courses
7 Inclusion teachers in math and ELA classes
8 100% graduation rate
Distinction in Student Achievement, closing the performance gap, and post-secondary readiness
9 ACT Testing site
10 BIM 1 required elective for graduation
11 Collaborative Wednesday/20 Days to STAAR tutorials
12 Increases CTE budget.
13 Increased opportunities in extra-curricular involvement for students.

Needs

1 Continue to identify and target special populations and support with additional assistance beyond the classroom.
2 Communication on upcoming quality professional development that is being offered in the Region
3 Increase the number of chromecarts per department and colored version of TI-84 calculators
4 Continue to support the Gifted and Talented Program
5 Continue to create appropriate CTE lessons based on industry standards.
6 More Professional Development opportunities within the district that are not online courses
7 Universal writing process professional development to assist students in writing across curriculum.

Summary

Opportunities for CTE, Gifted and Talented, and special populations with increasing support and additional assistance beyond the classroom.

Data

Attendance Data
Campus-Based Assessments
Curriculum-Based Assessments
Response to Intervention tracking
STAAR / EOC Results

Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Family and Community Engagement

Strengths

1 Staff and community newsletter shared through social media websites weekly
2 Awards ceremonies
3 MVHS Newspaper Online - PantherNews
4 Updated Website, access to social media posts and new district application
5 College and Career Fairs
6 Strong community ties through booster clubs and organizations.
7 Community Performances - OAP, UIL, Band, Choir
8 High Attendance for parent meetings, events, and performances.
9 Parent meetings and course selection process for all students.

Needs

1 Improve access to club information for students and parents
2 Create more avenues to distribute information to community members and families.
3 Continue efforts to get all students and parents involved.
4 Ongoing efforts to get information out to community and parents
5 Create easier access for families to information in various languages and how to access the information and translation services
6 Involve MVHS alumni through social media and activities

Summary

Continued outreach to parents and continual communication with all stakeholders. Continue efforts to get more students involved in school and extracurricular.

Data

Staff Demographics
Student Demographics
TAPR
Climate Survey

School Context and Organization

Strengths

1 Academic freedom of creating curriculum and assessments.
2 Interventions for struggling students.
3 Adjustments made to collaborative time allowed for more student engagement.
4 Staff feels supported by administration
5 Student morale (drawings/rewards/MVP/Pep Rally).
6 Continue with Flex Year.
7 Staff unity
8 Special events scheduling
9 Conference periods coordinated with co-teachers.

Needs

1 Common planning periods for teams as needed.
2 More input from teachers on master schedule (communication).
3 New Teacher mentor program should be run by campus
4 Need more SBDM meetings throughout the school year.
5 Increase inclusion co-teachers to all 4 core subjects
6 Accountability of duty descriptions for all teachers.
7 Continue use of new collaborative bell schedule.

Summary

Facilitate activities/rewards for students and staff alike to promote a positive culture.
Provide a safe environment by maintaining equipment that is aligned with business and industry standards.
Provide meaningful Freshman mentor program with guest speakers.

Data

Attendance Data
Campus-Based Assessments
Classroom Walkthrough Data
Inidividual Student Profiles
Promotion / Retention data
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Climate Survey

Technology

Strengths

1 School wide security surveillance system.
2 Ability to maintain a safe, secure and efficient technological environment using enhanced web filters and firewalls.
3 Classroom management and monitoring software for computers
4 District technology department is responsive to technology repair requests in a timely manner.
5 Skyward/Eduphoria/AESOP/A+, G-Suite, Canvas and other educational platforms
6 Multiple opportunities campus and district-wide for technology trainings
7 Teacher laptops to replace desktop computers

Needs

1 Technology Smart Boards and programs in core classrooms.
2 Math and Reading Technology Programs for intervention along with teacher training
3 Additional printing capabilities for students
4 Increase ratio of computers to students (chromebook carts).
5 Calculators (TI 84 and color graphing calculators) due to increase enrollment and to replace broken down calculators
6 Effective software training available for all staff
7 Additional surveillance cameras for campus parking lots

Summary

Technology has been continuously improving, but the population is increasing steadily which will require more technology and equipment to adapt to our growing needs.

Data

Discipline Data
Promotion / Retention data
Response to Intervention tracking
Staff Demographics
TAPR
OnData Suite
PEIMS Data Submission Report
Climate Survey

Prioritized Needs

A: Demographics

- A1 Increase participation in advanced courses/dual credit enrollment for ELL, Hispanic, African American and Special Ed.
- A2 Increase participation of all demographics in ACT, SAT, and ASVAB testing participation.
- A3 Increase number of special education staff.
- A4 Increase percentages of all populations meeting TSI.
- A5 Practical professional development for differentiated instruction to meet the needs of all special populations.

B: Student Achievement

- B1 Improve student and staff attendance.
- B2 Increase/continue academic interventions for ELL, low socioeconomic, special education, and at-risk student populations.
- B3 Increase rigor in core classes.
- B4 Continue building coherent sequences in CTE including offering advanced CTE courses.
- B5 Staffing and instructional support for sub populations.
- B6 Continue content specific professional development and lesson study.

C: School Culture and Climate

- C2 Increase facilities space (CTE, athletics,etc.)
- C3 Consistent support personnel including inclusion, ELL, custodial.
- C5 Continue to track and guide students in academic and career counseling.
- C7 Create a program for transfer students to have a student sponsor who can help ease the new student into the school environment

D: Staff Quality, Recruitment and Retention

- D1 Develop a more effective and personalized mentor program at the campus-level.
- D2 Coordination between district PD and Campus needs
- D5 Improve training for inclusion staff and co-teachers.

E: Curriculum, Instruction and Assessment

- E1 Continue to identify and target special populations and support with additional assistance beyond the classroom.
- E2 Communication on upcoming quality professional development that is being offered in the Region
- E3 Increase the number of chromecarts per department and colored version of TI-84 calculators

F: Family and Community Engagement

- F2 Create more avenues to distribute information to community members and families.
- F3 Continue efforts to get all students and parents involved.

G: School Context and Organization

- G1 Common planning periods for teams as needed.
- G2 More input from teachers on master schedule (communication).

H: Technology

- H1 Technology Smart Boards and programs in core classrooms.
- H2 Math and Reading Technology Programs for intervention along with teacher training
- H4 Increase ratio of computers to students (chromebook carts).
- H5 Calculators (TI 84 and color graphing calculators) due to increase enrollment and to replace broken down calculators
- H7 Additional surveillance cameras for campus parking lots

Goals

Goal #1: Recruit, support, and retain teachers and principals.

:

Goal #2: Build a foundation of reading and math.

:

Goal #3: Connect high school to career and college.

:

Goal #4: Campus Safety

:

Actions

Goal #1: Recruit, support, and retain teachers and principals.

Objective #1: MVHS will recruit and retain a 100% highly qualified staff while offering relevant professional development and leadership opportunities.

1	**Action:** Continue development of employees experiencing performance deficiencies. [Critical Success Factors [Critical Success Factors 7]] **Needs:** D1;	**Person(s) Responsible:** Assistant/Vice Principals, Academic Dean, Principal	**Funding/FTEs:** Local Funds; Title II, Part A Funds
	Evidence of Implementation: TTESS Documents, Walk-throughs, Intervention Documentation	**Ongoing Evaluation Method:** Walkthrough and T-Tess observation process to document and support these teachers.	**Final Evaluation Method:** Communication and documentation through the T-TESS process.
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

2	**Action:** Schedule class maximums at or below 30 students for intervention programs with 50% or more at-risk populations. [Critical Success Factors [Critical Success Factors 4]] **Needs:** B2; B5;	**Person(s) Responsible:** Assistant Principals, Counselors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Master Schedule, Skyward Reports	**Ongoing Evaluation Method:** Reviewing Skyward reports throughout the year	**Final Evaluation Method:** Reviewing Skyward reports and create a master schedule with enough sections
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

3	**Action:** MVHS will maintain the number of highly qualified teachers through hiring and professional development. [Critical Success Factors [Critical Success Factors 7]] **Needs:** B5; B6;	**Person(s) Responsible:** Administration and Department Heads	**Funding/FTEs:** Local Funds; Title II, Part A Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds
	Evidence of Implementation: Class Counts, Observations, Professional Development, TTESS	**Ongoing Evaluation Method:** Administrators will attend local job fairs and create a positive school culture	**Final Evaluation Method:** Retention rates for staff, TAPR report, staff surveys
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		

4	**Action:** MVHS will provide intervention classes for state credit. [Critical Success Factors [Critical Success Factors 1]] **Needs:** B2;	**Person(s) Responsible:** Assistant Principal, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds 1 FTEs
	Evidence of Implementation: AWARE, A+ program, Skyward, Grade Book Reports	**Ongoing Evaluation Method:** Monitoring A+ program and Grade Book Reports through RTI process	**Final Evaluation Method:** Maintain sections in the master schedule that includes A+
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

5	**Action:** MVHS will promote professional learning communities focused on meeting campus and district strategic goals. **Needs:** A5; B2; B6; C3;	**Person(s) Responsible:** Assistant Principals, Academic Dean, Principal, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Staff Development Logs, Lesson Study	**Ongoing Evaluation Method:** Administrators will evaluate through observing and participation in the PLC meetings	**Final Evaluation Method:** Administrators will evaluate through T-TESS post conference
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		

6	**Action:** Continue to improve the use and effectiveness of the TTESS teacher evaluation system. [Critical Success Factors [Critical Success Factors 7]] **Needs:** D1; D2;	**Person(s) Responsible:** Administration	**Funding/FTEs:** Local Funds
	Evidence of Implementation: walk-through documentation, T-TESS refresher, T-TESS calibration, T-TESS observations, AWARE	**Ongoing Evaluation Method:** Documentation walk-throughs and T-TESS process	**Final Evaluation Method:** Documentation walk-throughs and T-TESS process
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		

7	**Action:** Continue employee appreciation and employee recognition. **Needs:** D1;	**Person(s) Responsible:** Administration, Support Staff, Counselors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: ExCEL Teacher selections, social committee activities, staff shirts, teacher appreciation luncheons/activities	**Ongoing Evaluation Method:** staff appreciation initiatives monthly	**Final Evaluation Method:** Comprehensive Needs Assessment committee meetings at the end of the year
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		

8	**Action:** Provide technology to staff to effectively instruct students [Critical Success Factors [Critical Success Factors 1]] **Needs:** H2;	**Person(s) Responsible:** Administration, Teachers, Counselors	**Funding/FTEs:** Local Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds; Title I, Part C-Migrant; Carl-Perkins Title IPartC
	Evidence of Implementation: Technology courses, T-TESS observations/walk-through	**Ongoing Evaluation Method:** Surveys identifying technology use for instruction	**Final Evaluation Method:** Comprehensive Needs Assessment end-of-year committee meetings, end-of-year survey
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

9	**Action:** MVHS will provide additional training in differentiated instruction to the staff. **Needs:** A5;	**Person(s) Responsible:** Administration	**Funding/FTEs:** Local Funds; Title II, Part A Funds; State Comp Ed Funds
	Evidence of Implementation: Completion certificates	**Ongoing Evaluation Method:** Professional Development clinics available during summer and before school	**Final Evaluation Method:** Completion of training through eduphoria
	Timeline: 6/1/2020 - 7/1/2021 (Annually)		

10	**Action:** MVHS will provide opportunities for Advanced Placement (AP) teachers to attend PD trainings. **Needs:** B6; E2;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds; Title II, Part A Funds
	Evidence of Implementation: Certificates of Completion, AP Course Offerings	**Ongoing Evaluation Method:** Region 20 workshop calendar, Eduphoria	**Final Evaluation Method:** Collection of certificates after completion of PD courses.
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		

11	**Action:** MVHS will provide opportunities and support for teachers to participate in the lesson study PD model for improved instruction. **Needs:** B6; E2;	**Person(s) Responsible:** Administration and Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Meeting agendas, Lesson Study supporting documents, TEKS Resource System	**Ongoing Evaluation Method:** Appraiser observations during Lesson Study	**Final Evaluation Method:** Walk-throughs, T-TESS observations
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		

12	**Action:** Campus leadership will schedule collaborative planning and implementation opportunities for staff. **Needs:** B6;	**Person(s) Responsible:** Assistant Principal, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Professional Development, Collaborative Wednesday agendas	**Ongoing Evaluation Method:** Weekly updates from department chair teachers on collaborative agenda	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		

13	**Action:** Provide mentor teachers with new teachers to provide support and guidance. **Needs:** D1;	**Person(s) Responsible:** Administration, Department Heads, Teachers	**Funding/FTEs:** Title II, Part A Funds $7,000.00
	Evidence of Implementation: Teacher Survey, Teacher Documentation	**Ongoing Evaluation Method:** District Mentor/mentee program initiative in place	**Final Evaluation Method:** District Mentor/mentee program initiative in place
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		

14	**Action:** Provide training to improve instruction for all students as per the district curriculum standards in all core curriculum areas. **Needs:** H2;	**Person(s) Responsible:** Administration, Teachers, Technology Designee	**Funding/FTEs:** Local Funds; Title II, Part A Funds; State Comp Ed Funds
	Evidence of Implementation: Lesson Plans, Read 180, TEKS Resource System	**Ongoing Evaluation Method:** Weekly walk-throughs, T-TESS observations	**Final Evaluation Method:** Eduphoria PD evaluations, T-TESS observations
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		

15	**Action:** MVHS will provide opportunities for quality Professional Development targeting intervention for all subpopulations. **Needs:** A5; B6; E2;	**Person(s) Responsible:** Assistant Principals, Academic Dean, Teachers	**Funding/FTEs:** Local Funds; Special Ed Funds; Title II, Part A Funds $2,000.00; State Comp Ed Funds
	Evidence of Implementation: Professional Development logs/certificates, CTE/AP and additional training documentation	**Ongoing Evaluation Method:** Weekly walk-throughs	**Final Evaluation Method:** Annual T-TESS observations
	Timeline: 6/1/2020 - 7/1/2021 (Annually)		

16	**Action:** All professional staff are assessed and trained on deficiencies congruent with the Technology plan. **Needs:** E2; H2;	**Person(s) Responsible:** Technology Designee	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Technology Improvement Plan, Professional Development Logs	**Ongoing Evaluation Method:** Eduphoria PD certificates	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		

Goal #2: Build a foundation of reading and math.

Objective #1: MVHS will ensure that 100% of the students develop literacy and mathematics proficiency across all content area.

1	**Action:** Continue to monitor and implement core academic intervention for all students. **Needs:** B1; B2; C3;	**Person(s) Responsible:** Assistant Principals, Academic Dean, Department Heads, Teachers	**Funding/FTEs:** Local Funds; Title I, Part C-Migrant; Title III, Part A Funds; Tx Educ for Children Homeless Youth; State Comp Ed Funds $5,000.00
	Evidence of Implementation: Common Assessments, AWARE reports, TEKS Resource System, Countdown to 20 days to STAAR, Curriculum Review Documents, Region 20 ESC Living Science, Read 180	**Ongoing Evaluation Method:** 6 Weeks Tests, Formative and Summative assessments	**Final Evaluation Method:** STAAR EOC Tests
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

2	**Action:** MVHS will provide intervention materials, supplies, tutoring, and software programs to improve academic performances among all populations. **Needs:** B2; H2;	**Person(s) Responsible:** Assistant Principals, Academic Dean, Teachers, Counselors, and Social workers	**Funding/FTEs:** Local Funds; Title I, Part A Funds $500.00; Title III, Part A Funds; Title I, Part C-Migrant $500.00; Tx Educ for Children Homeless Youth $500.00; State Comp Ed Funds $10,000.00
	Evidence of Implementation: Tutoring Log, Technology Inventory, receipt logs for supplies	**Ongoing Evaluation Method:** RTI Committee	**Final Evaluation Method:** STAAR EOC Test Results
	Timeline: 8/27/2020 - 7/15/2021 (Weekly)		

3	**Action:** Implement effective reading strategies in all classrooms. **Needs:** B2; B3; H2;	**Person(s) Responsible:** Administration, Department Chairs, Teachers	**Funding/FTEs:** State Comp Ed Funds $1,800.00
	Evidence of Implementation: Lesson Plans, SRI Read 180, Common Assessments, AWARE, Fundamental 5 Walk-throughs Data	**Ongoing Evaluation Method:** T-TESS Walkthroughs	**Final Evaluation Method:** Formal Observation Process
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

4	**Action:** Maintain and/or increase the number of inclusion classes. **Needs:** A3; B2; B5; C3;	**Person(s) Responsible:** Administration, Teachers, Counselors, Special Education Teachers	**Funding/FTEs:** Special Ed Funds; Local Funds
	Evidence of Implementation: Master Schedule, Attendance Logs,	**Ongoing Evaluation Method:** RTI committee meetings	**Final Evaluation Method:** STAAR EOC Tests
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		

5	**Action:** Refine and continue to provide services through Response to Intervention Process. **Needs:** B2;	**Person(s) Responsible:** Administration, Special Education Teachers	**Funding/FTEs:** State Comp Ed Funds $265,720.00; 4.00 FTEs
	Evidence of Implementation: Teacher Observations, Home Language Surveys, Personnel Record Cumulative Files, Student Progress Reports, Interventions, Personal Graduation Plans	**Ongoing Evaluation Method:** ARD Committee decisions, RTI Committee decisions	**Final Evaluation Method:** ARD Committee decisions, RTI Committee decisions
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		

6	**Action:** Provide local credits for math and science intervention and remediation classes. **Needs:** B2;	**Person(s) Responsible:** Administration, Departments Heads, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: Summative-AWARE reports, transcripts	**Ongoing Evaluation Method:** previous year STAAR scores, transcripts	**Final Evaluation Method:** End of Course STAAR scores
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		

7	**Action:** Continue to provide academic, attendance, and discipline Saturday Schools. **Needs:** B1; B2;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: Attendance, Assessment Reports, Disciplinary Reports, Student Progress Reports	**Ongoing Evaluation Method:** Teacher referral for behavior and academic reasons	**Final Evaluation Method:** Teacher referral for behavior and academic reasons
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		

8	**Action:** MVHS will continue to provide Peer Assisted Learning Programs. **Needs:** F3;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Attendance/State Assessment Reports, Collaborative Wednesday Logs	**Ongoing Evaluation Method:** Previous year STAAR Scores to place correct Education & Training students in their area of strength	**Final Evaluation Method:** Summative AWARE DATA
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

9	**Action:** MVHS will continue to provide AM/PM and summer tutorials in order to provide intervention to students. **Needs:** B2;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: Attendance Logs, AWARE Reports, Progress Reports, tutoring schedule/log	**Ongoing Evaluation Method:** 6 Weeks report cards, transcripts	**Final Evaluation Method:** STAAR EOC scores
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

10	**Action:** Teachers will provide a universal syllabi and scope and sequences to administration. **Needs:** D1;	**Person(s) Responsible:** Administration, Department Heads, Teachers	**Funding/FTEs:** Local Funds; Title II, Part A Funds
	Evidence of Implementation: Formative Walk-through, Formative Assessments, AWARE Reports, TEKS Resource System Reports	**Ongoing Evaluation Method:** Department Shared Drive checks	**Final Evaluation Method:** T-TESS formal pre/post-conference process
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		

11	**Action:** MVHS teachers will continue to administer universal six week exams and common assessments. **Needs:** B3; G2;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Summative Evaluations, Curriculum Folders, AWARE	**Ongoing Evaluation Method:** Walk-throughs, Check department shared drive folders	**Final Evaluation Method:** AWARE Exam data
	Timeline: 7/1/2020 - 7/1/2021 (Every 3 weeks)		

12	**Action:** MVHS will continue to provide training and materials for State Assessment Intervention programs. **Needs:** B2; B5;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds
	Evidence of Implementation: AEIS Reports, 20 days to STAAR, A+, USA Test Prep, TASA Conf., STAAR/EOC ESC20	**Ongoing Evaluation Method:** Professional Development and resource options available for teachers	**Final Evaluation Method:** End-of-year CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

Goal #3: Connect high school to career and college.

Objective #1: MVHS will require 100% of students to be college, career, or military ready by year 2020.

1	**Action:** CTE students will have access to technology and instructional programs in line with current industry standards allowing for certification. **Needs:** H4;	**Person(s) Responsible:** CTE Teachers, CTE Director, Assistant Principals, Academic Dean, Principal	**Funding/FTEs:** Career & Technology Funds; Carl-Perkins Title IPartC $27,634.00
	Evidence of Implementation: Inventory, Certification Compliance Records, Naviance, List of students obtaining a certification; evidence of certification accomplished; State Certification list; submitted federal funds request form	**Ongoing Evaluation Method:** Biannual meetings with advisory committee to ensure proper and up to date technology is being used.	**Final Evaluation Method:** Students receive state-approved certifications
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

2	**Action:** Teachers will have access to classroom technologies that will align with current business and industry standards. **Needs:** H4;	**Person(s) Responsible:** CTE Teachers, CTE Director, Principal, Academic Dean, Assistant Principals	**Funding/FTEs:** Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Industry certification records, technology inventory, Naviance	**Ongoing Evaluation Method:** Annual meetings with the advisory committee to ensure proper and up-to-date technology is being used.	**Final Evaluation Method:** Business advisory committee members will evaluate the effectiveness of the use of technology and work with the teachers to stay up-to-date.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

3	**Action:** MVHS will continue to offer and promote greater participation in Dual Credit and Advanced Placement courses. [Critical Success Factors [Critical Success Factors 1]] **Needs:** A2; A4; B3;	**Person(s) Responsible:** Principal, Academic Dean, Assistant Principals, Counselors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Higher Education Reports, Dual Credit enrollment, AAS in Automotive Technology	**Ongoing Evaluation Method:** Increase TSI testing availability for 9-12th grade, review Algebra II and English II EOC scores for qualifying students, increase dual credit course offerings	**Final Evaluation Method:** Skyward reports displaying earned credit for DC courses
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

4	**Action:** MVHS will continue to develop and implement coherent sequencing throughout the CTE department. **Needs:** B4;	**Person(s) Responsible:** Administration, CTE Director, Teachers, Counselors	**Funding/FTEs:** Local Funds; Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Course Catalog, SkyWard Reports, Naviance	**Ongoing Evaluation Method:** Biannual meetings with Advisory committee to ensure courses offered are reflective of needed skills. After meetings, department head, head counselor, CTE HS campus administrator, and CTE Director to verify what courses are offered and what courses are needed.	**Final Evaluation Method:** Course Catalog, Master Schedule, End-of-Year CNA Meetings with CTE teachers
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

5	**Action:** CTE students will have access to technology in line with current industry standards allowing for certification. **Needs:** B4;	**Person(s) Responsible:** Administration, CTE teachers, CTE coordinator, Counselors	**Funding/FTEs:** Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Certifications, Compliance Records, Inventory, Naviance	**Ongoing Evaluation Method:** Annual meetings with advisory committee to ensure proper and up to date technology is being used. Teachers will research and plan to attend	**Final Evaluation Method:** Certificates of completion
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

6	**Action:** Continue to update graduation plans to meet federal/state/local legislative requirements and update completion rates. **Needs:** C5;	**Person(s) Responsible:** Counselors	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Career & Technology Funds
	Evidence of Implementation: Course Description, Course Requests, Naviance, Graduation Plans, PGP Updates, Senior Contracts	**Ongoing Evaluation Method:** Students will meet with counselors yearly to update their graduation plan. Naviance will be used to ensure all criteria are met, verified, and complete.	**Final Evaluation Method:** 4-year graduation plan completed
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		

7	**Action:** Continue to provide students with a yearly College and Career Fair, as well as college visits **Needs:** C5;	**Person(s) Responsible:** Counselors, CTE teachers, Administration	**Funding/FTEs:** Local Funds; Career & Technology Funds
	Evidence of Implementation: College Acceptance, Career Plans, planned college fair, planned career fair	**Ongoing Evaluation Method:** Annual College and Career fairs that have a variety of schools and businesses representing from local, regional and state areas.	**Final Evaluation Method:** Student/staff evaulations.
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		

8	**Action:** Continue maintenance and upkeep of technology equipment in the instructional classrooms **Needs:** H1; H4; H5;	**Person(s) Responsible:** Administration, Technology Department	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Technology Inventory, AWARE, TTESS	**Ongoing Evaluation Method:** Walk-throughs on effective technology use	**Final Evaluation Method:** End-of-year CNA meetings with teachers, T-TESS observations
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

9	**Action:** Students will have access to the classroom sets of computers for digital learning experiences. **Needs:** H4;	**Person(s) Responsible:** Administration, Technology Department	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Lesson Plans, Computer Cart Check-out, Observations	**Ongoing Evaluation Method:** Walk-through observations	**Final Evaluation Method:** T-TESS observations, End-of-Year CNA meeting
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

10	**Action:** MVHS teachers and students will have increased access to wireless technology and storage clouds. **Needs:** H4;	**Person(s) Responsible:** Administration, Technology Department	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Technology Inventory, G-Suite	**Ongoing Evaluation Method:** Frequent checks on department shared drives	**Final Evaluation Method:** CNA meeting
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

11	**Action:** MVHS will continually replace and purchase new graphing calculators to address enrollment. **Needs:** E3; H5;	**Person(s) Responsible:** Administration and Technology Department	**Funding/FTEs:**
	Evidence of Implementation: Technology Inventory	**Ongoing Evaluation Method:** Walk-throughs, T-TESS observations	**Final Evaluation Method:** End-of-year CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		

12	**Action:** Students will have access to appropriate software and ancillary equipment. **Needs:** H1; H4; H5;	**Person(s) Responsible:** Administration, Teachers, Technology Department	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: District Scope and Sequence, RLAN Pro, Cyber	**Ongoing Evaluation Method:** Walk-throughs, T-TESS observation process	**Final Evaluation Method:** T-TESS, End-of-year CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

13	**Action:** MVHS will increase participation in advanced courses/dual credit enrollment for ELL, Hispanic, African American and Special Education students. **Needs:** A1;	**Person(s) Responsible:** Assistant principals, Inclusion and ESL teachers.	**Funding/FTEs:** Title III, Part A Funds
	Evidence of Implementation: Read 180, STAAR scores, Dual Credit rosters, Master Schedule, Success ED, Skyward, Eduphoria	**Ongoing Evaluation Method:** Data analysis, STAAR EOC scores, Eduphoria common assessments, TSI scores	**Final Evaluation Method:** STAAR EOC scores
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		

14	**Action:** We will provide an opportunity for students to be CCMR ready by providing ACT/SAT testing, industry-based certifications, TSI testing, etc. **Needs:** A2;	**Person(s) Responsible:** Assistant Principals, Academic Dean, CTE Director, teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Inventory, Certification Compliance Records	**Ongoing Evaluation Method:** The evaluation will be at semester and ongoing using certification rosters	**Final Evaluation Method:** end of year certification rosters
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

Goal #4: Campus Safety

Objective #1: MVHS will ensure the safety and health of all staff and students by implementing and reviewing 100% of all safety guidelines throughout the academic school year.

1	**Action:** Review/enforce Student Handbook and Student Code of Conduct in each classroom. **Needs:** C3; F2; F3;	**Person(s) Responsible:** Assistant Principals, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Referrals, Observation, Teacher Presentations	**Ongoing Evaluation Method:** Staff development meetings reviewing the updated Handbook and Student code of conduct	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

2	**Action:** Communicate the discipline management plan to the community and parents. **Needs:** F2;	**Person(s) Responsible:** Assistant Principals, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: social media Postings, Agendas, Handbook and student code of conduct	**Ongoing Evaluation Method:** updated versions of handbook and student code of conduct on district website	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

3	**Action:** Implement positive behavior incentives **Needs:** F3;	**Person(s) Responsible:** Assistant Principals, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Exemptions, Flex Year Status, Senior Car Raffle, Incentives for Track 2 students	**Ongoing Evaluation Method:** Student surveys via google forms	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

4	**Action:** MVHS will provide required character, student safety, and violence protection education (sexual harrassment, bullying..) opt out forms provided. **Needs:** B6;	**Person(s) Responsible:** Administration, Counselors, Teachers, Social Worker	**Funding/FTEs:** Local Funds; State Comp Ed Funds 1 FTEs
	Evidence of Implementation: 1st Week Lessons, materials inventory, agendas	**Ongoing Evaluation Method:** Staff development 1st-week lesson training	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Bi-Annually)		

5	**Action:** MVHS reviews and updates the Crisis Prevention and Management and continually tests the plan throughout the year. **Needs:** A3; A5;	**Person(s) Responsible:** Principal, Assistant Principal, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Updated Emergency/Crisis Management Plan, Logs of safety drills, Partnership with Medina County Emergency Personnel	**Ongoing Evaluation Method:** Fire, Lockdown, inclement weather drills for campus	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		

6	**Action:** MVHS will continue to monitor and update video cameras in common areas to promote a safer school environment. **Needs:** H7;	**Person(s) Responsible:** Administration, Technology Department	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Technology Inventory, Discipline Referrals, Property Loss/Damage	**Ongoing Evaluation Method:** Administrators communicate with technology on effective use of videos	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

7	**Action:** MVHS will provide opportunities for our staff and students to participate in SHAC to ensure all stakeholders can promote healthy lifestyles and a healthy learning environment. **Needs:** A5; D2;	**Person(s) Responsible:** Administrators, Staff, Nurses	**Funding/FTEs:**
	Evidence of Implementation: SHAC Meeting agendas and sign-in sheets	**Ongoing Evaluation Method:** SHAC Meeting Dates	**Final Evaluation Method:** CNA meetings
	Timeline: 10/1/2020 - 5/1/2021 (Every 9 weeks)		

8	**Action:** MVHS staff will be trained in Safety Care. **Needs:** A3; B5;	**Person(s) Responsible:** Assistant Principal, Principal, Special Education Teachers	**Funding/FTEs:** Local Funds; Special Ed Funds
	Evidence of Implementation: Decrease in PEIMS reportable offenses, Percentage of Safety Care certifications on campus	**Ongoing Evaluation Method:** PEIMS 6 week reports	**Final Evaluation Method:** Annual reports
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

9	**Action:** Consistent behavior management/intervention programs with a focus on character education (and social emotional support for our students and staff) **Needs:** A5; B2;	**Person(s) Responsible:** Administration, Counselors, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Special Ed Funds; Title IV, Part A Funds $1,000.00
	Evidence of Implementation: Discipline/Intervention Referrals, Collaborative Wednesdays Logs, Guest Speakers/Assemblies, Think First and Stay Safe Presentation, Bullying/Dating Violence Dangers Presentation	**Ongoing Evaluation Method:** Annual staff development training for teachers	**Final Evaluation Method:** CNA Meetings
	Timeline: 9/1/2020 - 5/25/2021 (On-going)		

Goal #4: Campus Safety

Objective #2: MVHS will provide a variety of programs and activities that promote 100% school engagement by all stakeholders.

1	**Action:** Promote parent involvement in clubs, organizations, and events. **Needs:** F2; F3;	**Person(s) Responsible:** Sponsors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Parent Participation Logs	**Ongoing Evaluation Method:** Parent surveys	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

2	**Action:** Continue to the Adopt-a-Highway Community Service Project **Needs:** F3;	**Person(s) Responsible:** Sponsors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Student/Volunteer Logs, Attendance Logs, Sponsor Reports	**Ongoing Evaluation Method:** Staff/community surveys	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Every 6 weeks)		

3	**Action:** Continue annual community service projects (CTE, NHS, JROTC,...) **Needs:** F3;	**Person(s) Responsible:** Sponsors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Participation attendance logs.	**Ongoing Evaluation Method:** student/community surveys	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		

4	**Action:** Continue to implement positive behavior incentives. **Needs:** A5; B2; B5;	**Person(s) Responsible:** Administration, Support Staff, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Exemptions, Flex Year Status	**Ongoing Evaluation Method:** AWARE data from StAAR Scores	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

5	**Action:** MVHS will continue to develop the DAEP Leadership Academy. **Needs:** B2;	**Person(s) Responsible:** Administration, DAEP Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds 3.00 FTEs
	Evidence of Implementation: Disciplinary Referrals, Daily Logs	**Ongoing Evaluation Method:** Skyward reports on discipline	**Final Evaluation Method:** Skyward reports on discipline
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

6	**Action:** Continue Community Fine Arts concerts, presentations, and productions. **Needs:** F2; F3;	**Person(s) Responsible:** Sponsors, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Flyers and Announcements	**Ongoing Evaluation Method:** Web announcements, social media outreach	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

7	**Action:** MVHS will utilize technology to increase communication avenues. **Needs:** F2;	**Person(s) Responsible:** Administration, Teachers, Technology Designee	**Funding/FTEs:**
	Evidence of Implementation: Blackboard webpages, Google, SkyWard, Social Media	**Ongoing Evaluation Method:** staff/parent/student surveys	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

8	**Action:** Provide interpretive services and translated materials. **Needs:** B5;	**Person(s) Responsible:** Administration, Federal Programs Director	**Funding/FTEs:** Local Funds; Title III, Part A Funds
	Evidence of Implementation: Campus Documentation	**Ongoing Evaluation Method:** Skyward reports data, SBDM meetings	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

9	**Action:** Continued participation in the Special Olympics. **Needs:** F3;	**Person(s) Responsible:** Special Education Teachers	**Funding/FTEs:** Special Ed Funds
	Evidence of Implementation: Participation Logs	**Ongoing Evaluation Method:** Maintain/update records of special olympics involvment of ALE students.	**Final Evaluation Method:** Number of participants and level of engagement in the individual events
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

10	**Action:** Consistent behavior management/intervention programs with a focus on character education. **Needs:** D5; E1;	**Person(s) Responsible:** Administration, Counselors, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Special Ed Funds; Title IV, Part A Funds $2,000.00
	Evidence of Implementation: Discipline Referrals, Intervention Referrals, Guest Speakers, Lesson Plans.	**Ongoing Evaluation Method:** skyward discipline reports, weekly leadership meetings	**Final Evaluation Method:** CNA meeting
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

11	**Action:** MVHS will continue to partner with the community for community speakers and community activities. **Needs:** F2; F3;	**Person(s) Responsible:** Administration, Counselors, Teachers, Activity Sponsors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Guest Speakers Approval Forms, CTE Compliance documents	**Ongoing Evaluation Method:** SBDM meetings, Advisory committee meetings	**Final Evaluation Method:** DWAC meeting
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

12	**Action:** MVHS will promote community and business partnerships/participation in clubs, advisory boards, organizations, and events. **Needs:** F2;	**Person(s) Responsible:** Administration, Activity Sponsors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Participation logs, CTE advisory attendance	**Ongoing Evaluation Method:** Community surveys, biannual advisory meetings, SBDM meetings	**Final Evaluation Method:** SBDM meetings, CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

13	**Action:** Implement a program/club for new students called S2S. **Needs:** C7; F3;	**Person(s) Responsible:** Counselors, Administrators, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Sign-in sheets, agendas	**Ongoing Evaluation Method:** Student surveys	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		

Funding

Bilingual/ELL		
Career & Technology Funds		
High School Allotment Funds		
Local Funds		
Carl-Perkins Title IPartC	$27,634.00	
State Comp Ed Funds	$282,520.00	9.00 FTEs
Special Ed Funds		
Title I, Part A Funds	$500.00	
Title I, Part C-Migrant	$500.00	
Title II, Part A Funds	$9,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	$3,000.00	
Tx Educ for Children Homeless Youth	$500.00	

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD



Campus Improvement Plan

Medina Valley Middle School

2020-2021

8395 FM 471 South

Castroville, TX 78009

State ID: 163908042

Mission

Medina Valley Middle School's Mission is to provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Vision

Medina Valley Middle School's Vision is to partner with our community to promote educational excellence, promote educational equity and develop lifelong learners for a global society.

Description

Medina Valley Middle School opened its doors in 1961 and serves 640 students in grades 6th through 8th. The student population is 1.02% African American, 58.17% Hispanic, 38.97% White, 0.00% American Indian, 0.16% Asian, 0.16% Pacific Islander, 1.52% Two Or more Races, 52.7% Male, 47.3% Female. Medina Valley Middle School serves 13.3% Special Education students, 54.09% Economically Disadvantaged students, 9.9% English Language Learners; 37.36% At-Risk students, 9.3% Gifted & Talented students. The average attendance rate for students is 97.3%.

Non-Title I Campus

MVMS is a Non-Title I Campus

Demographics

Provide staff members with training pertaining to special populations and co-teaching methods.

Demographics

Provide more opportunities for general education students to get individualized help.

Student Achievement

We need more technological resources to meet the needs of all students.

Student Achievement

Students need to continue to grow academically, socially, and emotionally by learning healthy habits through a character building program.

Student Achievement

Provide intervention opportunities for all students in need of academic growth.

School Culture and Climate

Training for digital learning for both teachers and students.

School Culture and Climate

Continue to add incentives for students and build intrinsic motivation within all students using a character building program.

School Culture and Climate

Plan for a healthy maintenance of the environment.

School Culture and Climate

Include additional family and community involvement.

Staff Quality, Recruitment and Retention

Maintaining communication between administration and staff members through more frequent check-ins, feedback and constructive walk-throughs along with giving staff members opportunities for peers to observe would be beneficial. It may also help to provide more frequent trainings and higher pay for substitutes to increase recruitment.

Curriculum, Instruction and Assessment

Provide enrichment and intervention opportunities for all students in need to grow academically.

Curriculum, Instruction and Assessment

Provide the needed training to all teachers and staff members on purchased instructional tools.

Family and Community Engagement

Work with PTO and other parent/community organizations to create a mission statement and provide more opportunities for parent's voices to be heard.

Family and Community Engagement

Hold several different types of family nights in order to get more of the community involved such as a community project and career day showcase.

School Context and Organization

Delegating decision making and responsibilities to teacher and adding campus wide discipline matrix/expectations.

Technology

Additional technology for students and teachers such as chromebooks, copiers, shredders etc. Student training for online/distance learning such as google classroom, skyward, and classlink. Accessories needed such as but not limited to head phones.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

MVMS will work as a team and with parents to monitor and provide interventions for struggling students. The determination for such interventions will be based on state and local assessments, classroom performances, attendance rates, and discipline incidents. Response to Intervention (RTI) documentation will be a requirement for those students in need of differientiated instuction in order to be successful.

Administrators

Lesli Solis	Principal
Roland Villanueva	Vice Principal
Gerri Butler	Vice Principal

Planning Committee

Member Name	Title
Lesli Solis	Principal
David Rowlett	Social Studies Teacher
Catherine Jaquez	Science Teacher
Shari Dishman	Math Teacher
Cassandra Yearwood	ELAR Teacher
Alicia Wood	ELAR Teacher
Raquel Sifuentes	Tech Apps Teacher
Amanda Clark	Math Teacher
Wendy Brewer	Counselor

Planning Committee (continued)

Member Name	Title
Katie Lange	Counselor
Stephanie Clark	Secretary
Sandy Hamilton	Special Education Teacher
Sara Payne	Volunteer
Amanda Joyce	Volunteer
Kim Stevens	
Jana Winkler	Marketing Specialist
Elizabeth O'Campo	Big Kahuna Fundraising
James Herrera	Julianna's Restaurant

Comprehensive Needs Assessment

Demographics

Strengths

1 A diverse student population
2 Well balanced special education support staff to student ratio
3 Interventions provided through Collaborative Wednesdays and certified tutors for all populations to improve academically
4 All ELA teachers are certified ESL
5 GT specialist were on campus at least once a month

Needs

1 Performance Gaps among different ethnicity
2 Inclusion services for special populations such as ESL, special education, etc in all core subjects
3 Implement more RTI systems to help intervene with struggling students such as certified tutors, collaborative Wednesday intervention, etc
4 A program that will acknowledge and celebrate our diverse student population and culture
5 Provide more co-teach opportunities in math and ela classes
6 Provide more digital assistance for our At Risk students
7 Provide more training and instructional resources for teachers to meet the needs of Gifted students within the classroom

Summary

Provide staff members with training pertaining to special populations and co-teaching methods.
Provide more opportunities for general education students to get individualized help.

Data

Campus-Based Assessments
STAAR / EOC Results
Student Achievement Data
Student Demographics
PEIMS Data Submission Report
TAPR

Student Achievement

Strengths

1. RTI-continue to implement
2. Collaborative~Panther Tracks~Students track their data and is used to show growth in ELA and math, science
3. Leader In Me~Successful implementation allowing teachers and students a voice in school success
4. Social Studies growth scene on common assessments every six weeks in all grade levels
5. ELA depth and complexity of writing has shown improvement
6. Recognition of students through Leader in Me tickets and weekly Leader in Me Student of the week by grade level

Needs

1. Technology training for staff and students over resources in Google Classroom, and the use of personal devices for scanning and returning work to teachers
2. Need more support/tutors for ESL/LEP and Special Education students
3. Access to technology in classrooms for stations
4. Class sizes -Inclusion in particular-Smaller in Size
5. Revised common assessments that align more with scope and sequence
6. Leader in me journals/planners that allow students to better track their success
7. Dedicated time to address previous school year TEKS affected by Covid-19
8. Continue a character building program that enhances student academic, social, and emotional needs

Summary

We need more technological resources to meet the needs of all students.

Students need to continue to grow academically, socially, and emotionally by learning healthy habits through a character building program.

Provide intervention opportunities for all students in need of academic growth.

Data

Campus-Based Assessments

Curriculum-Based Assessments

School Culture and Climate

Strengths

1 Google classroom used for distance learning
2 Consistent policies and procedures
3 High expectation for students and staff

Needs

1 Plan for healthy maintenance of environment
2 Incentives for outstanding attendance, good behavior, etc for staff and students.
3 A character building program for all staff and students to help reach their fullest potential academically, emotionally, and socially.
4 Display cabinets/walls for student accomplishments
5 More family and community involvement activities
6 Additional training for digital learning
7 Provide more educational field trips

Summary

Training for digital learning for both teachers and students.
Continue to add incentives for students and build intrinsic motivation within all students using a character building program.
Plan for a healthy maintenance of the environment.
Include additional family and community involvement.

Data

Climate Survey
Classroom Walkthrough Data
Response to Intervention tracking

Staff Quality, Recruitment and Retention

Strengths

1. GT Certified teachers
2. MVISD provides PD opportunities
3. TTESS is used as a coaching tool
4. Leader In Me training
5. New Teacher mentor provided with training
6. All ELAR teachers are ESL certified
7. Teachers are given an opportunity to participate in a leadership cohort
8. SIOP training

Needs

1. Improved substitute recruitment and training
2. Check in on staff members
3. Maintain communication between administration and staff members
4. Provide opportunities for teachers to observe other teachers
5. Continue Teacher mentor program
6. Staff feedback before or after training/give time for implementation
7. Confidential exit interview survey/turnover data (non-identifiable)
8. Better student to teacher ratio
9. Technology training/application (view board, google classroom)
10. Common planning period per grade level/dept

Summary

Maintaining communication between administration and staff members through more frequent check-ins, feedback and constructive walk-throughs along with giving staff members opportunities for peers to observe would be beneficial. It may also help to provide more frequent trainings and higher pay for substitutes to increase recruitment.

Data

Campus-Based Assessments
Graduation Records
Attendance Data
PEIMS Data Submission Report
Staff Demographics
Climate Survey

Curriculum, Instruction and Assessment

Strengths

1 GT program
2 RTI Process
3 TEKS study
4 Common assessment data
5 Math lab
6 Yearly pre planning and pacing guide
7 Standardized reading leveling program
8 Access to Flocabulary, Moby Max and IXL, Accelerated Reader/Reading Renaissance

Needs

1 Common teacher planning period
2 Access to technology
3 More support in learning lab
4 Year round intervention/enrichment for students
5 Horizontal/vertical teams
6 Student training for online programs ex: Google Classroom, Email, Skyward, Classlink
7 Continued professional development for changing and new online programs such as Reading Renaissance

Summary

Provide enrichment and intervention opportunities for all students in need to grow academically.
Provide the needed training to all teachers and staff members on purchased instructional tools.

Data

Promotion / Retention data
STAAR / EOC Results
Campus-Based Assessments

Family and Community Engagement

Strengths

5 Open House/Meet the Teacher
6 Skyward message center
7 Fine Arts Night/Stem Night/Extacurriculars
8 Monthly LIM Newsletter
9 Community members in careers class
10 Social media presence

Needs

1 Semester family night ex: movie night, art night, sports/UIL picnic (games, competition, dinner, family mission statement in the fall, the revisit in spring)
2 Send a survey to parents about family night mentioned above
3 Suggestion box in office or outside or in foyer for parents to put in suggestions or give a shout out for announcements (LIM directed)
4 Connect PTO with LIM for family night and parent presence on campus-get parents to help make copies or work in workroom, help with bulletin boards, serve kids, chaperone, during reward parties
5 FCA parent leader-invite parents to come to meetings, have 1 different coach per meeting
6 Meet the author-library night
7 NJHS community project
8 Career day at school
9 Technology night-navigate skyward, GC etc (bilingual)
10 Mental health night maybe add to family night have a sign up sheet for different groups or activities

Summary

Work with PTO and other parent/community organizations to create a mission statement and provide more opportunities for parent's voices to be heard.

Hold several different types of family nights in order to get more of the community involved such as a community project and career day showcase.

Data

Climate Survey

School Context and Organization

Strengths

1 Security cameras
2 The campus is more secured with the new fencing and secured entrance
3 Character Education for campus

Needs

1 Provide counselors more time to counsel
2 More technology for all departments
3 Better transition route for students between passing periods
4 Campus wide discipline matrix/expectations
5 Campus agenda for each student to keep daily information monitoring (or punchcard to monitor bathroom breaks)
6 More training for teachers on technological and instructional strategies

Summary

Delegating decision making and responsibilities to teacher and adding campus wide discipline matrix/expectations.

Data

TAPR
PEIMS Data Submission Report
Campus-Based Assessments
Skyward Data Mining
Discipline Data
Student Demographics

Technology

Strengths

1 Parent access to grades and able to update emergency contact information through Skyward.
2 The campus has technology to help with instruction such as projectors, document cameras, security cameras, etc.
3 Technology support from technology department
4 Technology used for security cameras
5 Teachers incorporated Google Suite applications for instruction
6 1:1 ratio of laptops for teachers

Needs

1 Additional student chromebooks in order to get closer to 1:1 ratio
2 Consistency in student logins for various programs
3 Increase wifi availability and network bandwidth
4 Additional technology for teacher support (copiers, shredders, scanners, private print, phones working intercoms)
5 More wireless microphones for productions and presentations
6 Better speakers for presentations and pep rallies
7 Head phones for instructional and assessment purposes
8 Greater access to adobe products
9 Student training in educational technology programs (google classroom, skyward, classlink, etc)

Summary

Additional technology for students and teachers such as chromebooks, copiers, shredders etc. Student training for online/distance learning such as google classroom, skyward, and classlink. Accessories needed such as but not limited to head phones.

Data

TAPR

Campus-Based Assessments

Prioritized Needs

A: Demographics

- A1 Performance Gaps among different ethnicity
- A2 Inclusion services for special populations such as ESL, special education, etc in all core subjects
- A3 Implement more RTI systems to help intervene with struggling students such as certified tutors, collaborative Wednesday intervention, etc
- A4 A program that will acknowledge and celebrate our diverse student population and culture
- A6 Provide more digital assistance for our At Risk students
- A7 Provide more training and instructional resources for teachers to meet the needs of Gifted students within the classroom

B: Student Achievement

- B2 Need more support/tutors for ESL/LEP and Special Education students
- B3 Access to technology in classrooms for stations
- B7 Dedicated time to address previous school year TEKS affected by Covid-19
- B8 Continue a character building program that enhances student academic, social, and emotional needs

C: School Culture and Climate

- C1 Plan for healthy maintenance of environment
- C2 Incentives for outstanding attendance, good behavior, etc for staff and students.
- C3 A character building program for all staff and students to help reach their fullest potential academically, emotionally, and socially.
- C4 Display cabinets/walls for student accomplishments
- C5 More family and community involvement activities
- C6 Additional training for digital learning
- C7 Provide more educational field trips

D: Staff Quality, Recruitment and Retention

- D1 Improved substitute recruitment and training
- D2 Check in on staff members
- D4 Provide opportunities for teachers to observe other teachers
- D5 Continue Teacher mentor program
- D6 Staff feedback before or after training/give time for implementation

D9 Technology training/application (view board, google classroom)

E: Curriculum, Instruction and Assessment

E4 Year round intervention/enrichment for students

E6 Student training for online programs ex: Google Classroom, Email, Skyward, Classlink

F: Family and Community Engagement

F9 Technology night-navigate skyward, GC etc (bilingual)

G: School Context and Organization

G1 Provide counselors more time to counsel

G6 More training for teachers on technological and instructional strategies

H: Technology

H1 Additional student chromebooks in order to get closer to 1:1 ratio

H3 Increase wifi availability and network bandwidth

H8 Greater access to adobe products

H9 Student training in educational technology programs (google classroom, skyward, classlink, etc)

Goals

Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.

:

Goal #2: Medina Valley Middle School will recruit, support, and retain quality teachers while offering professional development and leadership opportunities to all teachers and staff members.

:

Goal #3: MVMS will connect learning to promote college and career opportunities and readiness for students.

:

Goal #4: Medina Valley Middle School will provide a safe learning environment for students and staff members.

:

Actions

Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.

Objective #1: Students at MVMS will show improvement by increasing their scores on all core subject assessments each six weeks period.

1	**Action:** Improve English as a Second Language population performance across all content areas and grade levels through improved teacher training and intervention. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** A1; A2; A3; A4; B2;	**Person(s) Responsible:** principal, vice principals, counselors, teachers, district EL Coordinator	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Title III, Part A Funds
	Evidence of Implementation: Certificates of training from teachers, all ELAR teachers certified in ESL, walk throughs, testing data	**Ongoing Evaluation Method:** Common assessment data every 6 weeks	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2020 - 7/1/2021 (Every 6 weeks)		**Resources:** Intervention programs, teacher professional training;

2	**Action:** Improve performance levels in Math and Reading for 6th, 7th, and 8th grade, Writing for 7th grade, and Science and Social Studies for 8th grade through research base intervention implementations, curriculum checks, character building/mentoring program, and more professional learning opportunities. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]] **Needs:** C1; C2;	**Person(s) Responsible:** Principal, Vice Principals, Counselors, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds $172,063.00; 2.90 FTEs
	Evidence of Implementation: Meeting agendas; sign-in sheets; Walk-throughs	**Ongoing Evaluation Method:** Walk-throughs (weekly), T-TESS (annual) evaluations, common assessments (six weeks)	**Final Evaluation Method:** STAAR data; six weeks grades
	Timeline: 7/1/2020 - 7/1/2021 (Every 6 weeks)		**Resources:** STAAR results; Placement committee recommendations; six weeks grades; common testing data; walk-throughs;

3	**Action:** Improve Special Education population performance across all content areas and grade levels through improved teacher training and intervention. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** B2; C1; C2;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers; inclusion aids	**Funding/FTEs:** Local Funds; Special Ed Funds
	Evidence of Implementation: Requisitions; ESC20 Professional; Development Records Meeting agendas; sign-in sheets; Walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly) and T-TESS (annual) evaluations	**Final Evaluation Method:** Common assessment data; STAAR data
	Timeline: 7/1/2020 - 7/1/2021 (Every 6 weeks)		

4	**Action:** Improve Eco Dis performance in all core subjects through improved teacher training and intervention. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** A2; D4; G6;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: Requisitions; ESC20 Professional; Development Records Meeting agendas; sign-in sheets; Walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly) and T-TESS (annual) evaluations	**Final Evaluation Method:** Common assessment data; STAAR data
	Timeline: 7/1/2020 - 7/1/2021 (Every 6 weeks)		

5	**Action:** Each grade level will achieve 97% attendance rate each week. Success will be measured each week and the grade level that meets the 97% attendance rate will be celebrated. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** A1; B7; C2;	**Person(s) Responsible:** All students; staff members; attendance committee; Administration; Counselors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: An increase in attendance	**Ongoing Evaluation Method:** Every week monitoring of student attendance.	**Final Evaluation Method:** End of year attendance rate
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		**Resources:** Attendance Incentives, Academic Correlations to Overall Success;

Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.

Objective #2: Through use of a variety of classroom materials and resources, MVMS teachers will provide differentiated instruction that improves overall STAAR performance by 10%.

1	**Action:** Improve "meets" level performance in Math and Reading at all grade levels through improved intervention and curriculum checks. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** C1; C2; D1;	**Person(s) Responsible:** CI&A Exec. Director; Special Programs Director; Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds
	Evidence of Implementation: Meeting agendas; sign-in sheets; Walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly); Common assessment data (every 6 weeks)	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2020 - 7/1/2021 (Every 6 weeks)		**Resources:** supplemental materials, textbooks, teacher professional development;
2	**Action:** Provide academic supports for students who are "at risk" by providing resources to improve/supplement the interventions being provided. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** A1; A2; A3; A4; B1; B2; B3; B5; C2; C3; E1; E2; E3; E4; E5; F1; G3;	**Person(s) Responsible:** Finance & Business Assist. Sup.; CI&A Exec. Director; Special Programs Director; Federal Programs Director; Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; Bilingual/ELL; State Comp Ed Funds; Special Ed Funds
	Evidence of Implementation: Requisitions; TEA System Safeguards	**Ongoing Evaluation Method:** Walk-through (weekly) and evaluation of assessment data	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2020 - 7/1/2021 (Every 3 weeks)		**Resources:** research base intervention, professional development opportunities for teachers;
3	**Action:** Provide purposeful interventions for students who are at risk of failing the classroom and/or STAAR. For example, intense purposeful tutoring [Critical Success Factors [Critical Success Factors 1]] **Needs:** A1; A2; A3; B2;	**Person(s) Responsible:** principal, vice-principal, counselor, teachers	**Funding/FTEs:** State Comp Ed Funds
	Evidence of Implementation: student sign in sheets, tutor documentation log	**Ongoing Evaluation Method:** evaluation of testing data and student assignments, observations/walk throughs	**Final Evaluation Method:** STAAR scores
	Timeline: 7/1/2020 - 7/1/2021 (As Needed)		**Resources:** tutors, instructional tools;

Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.

Objective #3: Teachers will use technology to enhance instruction and increase student achievement.

1	**Action:** Teachers will be trained on how to implement technology resources within their instruction. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** C6; D9; G6;	**Person(s) Responsible:** principal, technology instructional specialist, vice principals, teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds
	Evidence of Implementation: walk throughs, lesson plans, student work	**Ongoing Evaluation Method:** walk throughs, observations	**Final Evaluation Method:** STAAR scores
	Timeline: 7/1/2020 - 12/20/2020 (Daily)		**Resources:** technology tools, instructional software and/or access;

2	**Action:** Teachers will receive technology training on technological tools that can be used to improve performances for special populations such as special education, ELL, etc. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** B3; D9; G6;	**Person(s) Responsible:** principal, vice principals, technology director, special education director, CIA department	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds
	Evidence of Implementation: walk throughs, lesson plans, student performance on common assessments	**Ongoing Evaluation Method:** walk throughs, assessments	**Final Evaluation Method:** STAAR scores
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		**Resources:** technology tools, instructional software;

Goal #2: Medina Valley Middle School will recruit, support, and retain quality teachers while offering professional development and leadership opportunities to all teachers and staff members.

Objective #1: The MVMS staff will be 100% highly qualified according to state certificate standards.

1	**Action:** Provide meaningful professional and paraprofessional training that pertains to special populations. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** C2; D1;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers; CIA	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Requisitions; ESC20 Professional Development records; meeting agendas; sign-in sheets; walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly); T-TESS (annual) evaluations; common assessment data (six weeks), teacher feedback on professional development	**Final Evaluation Method:** STAAR data, needs assessment
	Timeline: 7/1/2020 - 3/1/2021 (As Needed)		**Resources:** PEIMS reports; testing data; Campus Needs Assessment;
2	**Action:** Provide time for departments and grade level teams to meet and discuss campus needs such as instructional needs, interventions, curriculum, etc. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** C1;	**Person(s) Responsible:** Principal, Vice Principals, Counselors, Teachers, CIA	**Funding/FTEs:** Title II, Part A Funds $2,000.00; Title III, Part A Funds; Local Funds
	Evidence of Implementation: meeting agendas; sign-in sheets; walk-throughs; Campus Needs Assessment	**Ongoing Evaluation Method:** Walk-through (weekly), T-TESS (annual) evaluations, testing data (six weeks)	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2020 - 7/1/2021 (As Needed)		**Resources:** Testing Data; list of materials available;
3	**Action:** MVMS will have selected teachers as mentors to support teachers new to the profession. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** D5;	**Person(s) Responsible:** Campus Administration and CIA	**Funding/FTEs:** Title II, Part A Funds $8,000.00; Local Funds
	Evidence of Implementation: Agenda, sign in sheet	**Ongoing Evaluation Method:** walk-throughs	**Final Evaluation Method:** Staff satisfaction survey
	Timeline: 10/1/2020 - 5/1/2021 (Monthly)		**Resources:** Handouts, list of topics, expectations for mentor and men-tee, job description;

Goal #2: Medina Valley Middle School will recruit, support, and retain quality teachers while offering professional development and leadership opportunities to all teachers and staff members.

Objective #2: Staff members will attend all district professional development to improve professional growth and collaboration. Teachers will use the new knowledge to improve instruction and have 90% of their students show growth academically.

1	**Action:** The teachers will meet during Collaborative Wednesday time with their department to build academic capacity throughout their department teams. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** C1; C2; D1;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Meeting agendas; sign-in sheets; Walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly); T-TESS (annual) evaluations; testing data (6 weeks)	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2020 - 7/1/2021 (Every 3 weeks)		**Resources:** testing data; research base intervention programs; Leader In Me program; CNA;

2	**Action:** Staff development will be planned, implemented, and monitored to develop core subjects and provide the resources to implement character building in the classroom. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** A7; B8; C3; C6; D6; D9;	**Person(s) Responsible:** Principal; Vice Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Meeting agendas; sign-in sheets; Walk-throughs; Region 20 registrations	**Ongoing Evaluation Method:** testing data (twice); walk-throughs (weekly); grades (six weeks)	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2020 - 4/1/2021 (Daily)		**Resources:** Eduphoria; Success Ed; ARC; Star Enterprise;;

Goal #3: MVMS will connect learning to promote college and career opportunities and readiness for students.

Objective #1: All students will be provided the opportunity to participate in academic and extracurricular activities that enhance student achievement and growth.

95% of our students will be involved in those activities.

1	**Action:** Provide student opportunities to become familiar with technology. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** H10;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; Career & Technology Funds
	Evidence of Implementation: Master Schedule; Sign-up sheets	**Ongoing Evaluation Method:** Meeting agendas; sign-in sheets; Walk-throughs	**Final Evaluation Method:** Increased attendance; increase in sign-ups for next school year; decreased discipline referrals
	Timeline: 7/1/2020 - 12/20/2020 (Weekly)		

2	**Action:** Provide more opportunities for Career, Technology, and Engineering field trips and workshops. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** C6; C7; E4; G1;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; Career & Technology Funds
	Evidence of Implementation: Requisitions; sign-up sheets	**Ongoing Evaluation Method:** Meeting agendas; sign-in sheets; Walk-throughs	**Final Evaluation Method:** Increased attendance; increase in sign-ups for next school year; decreased discipline referrals
	Timeline: 7/1/2020 - 7/1/2021 (Bi-Monthly)		

3	**Action:** Provide students with more opportunities to join different clubs. [Critical Success Factors [Critical Success Factors 1, 3, 5, 6]] **Needs:** A4; C5;	**Person(s) Responsible:** principal, vice principals, counselors, teachers.	**Funding/FTEs:** Local Funds
	Evidence of Implementation: student involvement, sign in sheets, number of clubs	**Ongoing Evaluation Method:** sign in sheets,student participation	**Final Evaluation Method:** amount of active clubs, student participation
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		**Resources:** Sponsors;

4	**Action:** Students will study and explore different educational pathways and future careers. [Critical Success Factors [Critical Success Factors 1, 3, 5]] **Needs:** B8;	**Person(s) Responsible:** Administration, CTE director, counselors, teachers	**Funding/FTEs:** Local Funds; Career & Technology Funds
	Evidence of Implementation: student grades, choice sheets, class sizes	**Ongoing Evaluation Method:** walk throughs, student feedback, surveys	**Final Evaluation Method:** course selections, rating on career readiness
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** instructional resources, outside presenters, technology tools;

Goal #3: MVMS will connect learning to promote college and career opportunities and readiness for students.

Objective #2: Medina Valley Middle School will increase technology access and provide opportunities for technological implementation in the classroom for all students and staff members. Technological tools will be used during the instructional day 85% of the time during the week.

1	**Action:** Provide more technological tools for students to use for learning. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** H1; H3; H8; H9;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; Career & Technology Funds; Carl-Perkins Title IPartC $3,945.00
	Evidence of Implementation: Parent involvement sheets; campus-wide process and procedures for classroom use; sign up sheets for computer labs	**Ongoing Evaluation Method:** Walk-through (weekly) and T-TESS (annual) evaluations	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2020 - 3/1/2021 (Weekly)		
2	**Action:** Provide Teacher training opportunities in all web-based applications, on creating teacher web-pages, and on using the Interactive Boards. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** D9;	**Person(s) Responsible:** Superintendent; Finance & Business Assist. Sup.; Human Resources Director; CI&A Exec. Director; Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Requisitions; ESC20 Professional Development records; meeting agendas; sign-in sheets; walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly)	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2020 - 12/20/2020 (As Needed)		
3	**Action:** Provide instructional materials, supplies, and/or academic support for identified "At Risk" student populations for academic success. [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6, 7]] **Needs:** A1; A2; A3; A4; B2;	**Person(s) Responsible:** Federal Programs Director; Principal; Vice-Principals; Counselors; Teachers Secretary	**Funding/FTEs:** Local Funds; Title III, Part A Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds
	Evidence of Implementation: Requisitions; TEA System Safeguards	**Ongoing Evaluation Method:** Walk-through (weekly) and evaluation of assessment data	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		

Goal #4: Medina Valley Middle School will provide a safe learning environment for students and staff members.

Objective #1: Medina Valley Middle School will promote a safe and drug free environment that ensures the physical and emotional safety of the school community and incorporates a character building program 100% of the time.

1	**Action:** Implement a school-wide Character education/building program such as Leader In Me. [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6, 7]] **Needs:** C3;	**Person(s) Responsible:** Superintendent; Finance & Business Assist. Sup.; Human Resources Director; CI&A Exec. Director; Special Programs Director; Federal Programs Director; Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Requisitions; Professional Development record	**Ongoing Evaluation Method:** Walk-through (weekly); discipline referrals skyward data tracking	**Final Evaluation Method:** Increased attendance; increase in campus-wide positive behavior supports; decreased discipline referrals
	Timeline: 7/1/2020 - 7/1/2021 (Every 6 weeks)		

2	**Action:** Enforce consistent school procedures and set school wide goals, while becoming a more positive campus. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** C1; C2;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Requisitions; Professional Development records; meeting agendas; sign-in sheets; walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly); decreasing trend of discipline referrals; positive parental support meetings	**Final Evaluation Method:** Increased attendance; decreased discipline referrals
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		

3	**Action:** Provide opportunities for family engagement and collaboration within the entire campus community. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** C5;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers Secretary; Attendance Clerk	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Requisitions; meeting agendas; sign-in rosters	**Ongoing Evaluation Method:** Sign-in rosters; increase PTO participation/enrollment; surveys	**Final Evaluation Method:** Survey; increase in PTO participation/enrollment
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

4	**Action:** Provide more training opportunities for parents and guardians. [Critical Success Factors [Critical Success Factors 1, 5, 6]] **Needs:** A1; C5;	**Person(s) Responsible:** Administration, Curriculum Department, Federal Programs	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Title III, Part A Funds
	Evidence of Implementation: sign in sheets,	**Ongoing Evaluation Method:** Rosters, increase participation enrollment, surveys	**Final Evaluation Method:** Survey
	Timeline: 7/1/2020 - 7/1/2021 (As Needed)		

5	**Action:** Improve communication with parents, students, and staff members. [Critical Success Factors [Critical Success Factors 1, 3, 5, 6]] **Needs:** A1; A4; C1; C5;	**Person(s) Responsible:** administration, teachers, staff members	**Funding/FTEs:** Local Funds
	Evidence of Implementation: more parental involvement, sign in sheets, more student participation in clubs, activities, etc	**Ongoing Evaluation Method:** sign in sheets	**Final Evaluation Method:** percentage of student involvement in school activities
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** SMORE system, visual audio for announcements, marque;

6	**Action:** Medina Valley Middle School will provide students with a more structure environment to help improve behaviors that may be hindering a student's academic performance as well as provide needed services to those students in need of assistance. Such environment could be DAEP and such services could be PRS. [Critical Success Factors [Critical Success Factors 1, 6]] **Needs:** B8; C1; C3; G1;	**Person(s) Responsible:** Administration team, counselors, teachers, social workers	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: percentage of students who are in need of these programs	**Ongoing Evaluation Method:** every semester discipline reports	**Final Evaluation Method:** end of year discipline report
	Timeline: 7/1/2020 - 7/1/2021 (As Needed)		**Resources:** local agencies, counseling, instructional resources;

7	**Action:** Provide teachers the opportunity to meet and discuss stressors with counselors and/or social workers. [Critical Success Factors [Critical Success Factors 7]] **Needs:** D2;	**Person(s) Responsible:** principal, vice principal, counselors, social workers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: meeting agendas	**Ongoing Evaluation Method:** positive teacher morale, meeting agendas	**Final Evaluation Method:** staff retention
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		**Resources:** google meets, technology;

Goal #4: Medina Valley Middle School will provide a safe learning environment for students and staff members.

Objective #2: Medina Valley Middle School will promote and encourage parental involvement 100% of the time with the goal that 60% of our parents are actively involved.

1	**Action:** Provide various options for parental/school communication based on individual student/family needs such as paper, postal, email, digital, or social media (Twitter, Facebook). [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6, 7]] **Needs:** E6; H9;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: establish social media (Facebook, Twitter, postings; teacher contact logs	**Ongoing Evaluation Method:** Increase in positive social media responses; surveys	**Final Evaluation Method:** Survey; increased positive student outcomes
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

2	**Action:** A campus team will meet with MVISD Coordinator of School Health Advisory Council (CSHAC) to evaluate the curriculum and programs in health fitness, health education, nutrition, and in parent/community programs. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** C1;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Sign-in rosters; CSHAC meeting minutes and calendar	**Ongoing Evaluation Method:** CSHAC meeting minutes	**Final Evaluation Method:** Updated Campus Safety plan and Student Handbook
	Timeline: 7/1/2020 - 7/1/2021 (As Needed)		

3	**Action:** Initiate a School-wide violence prevention program to identify bullying of all types. [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6]] **Needs:** C1; C2; G1;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers; Secretary; Attendance Clerk	**Funding/FTEs:** State Comp Ed Funds $35,000.00; 0.50 FTEs; Title IV, Part A Funds $2,000.00; Local Funds
	Evidence of Implementation: Agendas; meeting minutes	**Ongoing Evaluation Method:** Skyward monitoring; meeting minutes	**Final Evaluation Method:** Decrease referrals, ISS, OSS, and DAEP placements; increase parental support and involvement
	Timeline: 7/1/2020 - 7/1/2021 (Monthly)		

4	**Action:** The Light House team will meet to discuss the implementation of the Leader In Me program among the students on campus and how to get parents involved so that the program carries over into the home. [Critical Success Factors [Critical Success Factors 1, 3, 5, 6]] **Needs:** A1; A4; C1; C2; C3; C4; C5;	**Person(s) Responsible:** principal, vice principals,counselors, teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: sign in sheets for meetings, news letters sent home, invites sent home	**Ongoing Evaluation Method:** parent participation in after school activities,	**Final Evaluation Method:** number of community involved activities on campus, number of participants on campus, reduce number of discipline incidents
	Timeline: 7/1/2020 - 5/1/2021 (Bi-Monthly)		

5	**Action:** Provide school materials, supplies, fees, clothing, etc for disadvantage/at-risk students [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6]] **Needs:** A2; A6; B8; C5; C7;	**Person(s) Responsible:** Federal Programs; Director; Principal; Vice-Principals; Counselors; Teachers; Secretary; Attendance Clerk	**Funding/FTEs:** Title I, Part A Funds; Tx Educ for Children Homeless Youth
	Evidence of Implementation: Requisitions; TEA System Safeguards	**Ongoing Evaluation Method:** Weekly walk throughs and evaluation of assessment data	**Final Evaluation Method:** Simulation assessment data; STAAR data
	Timeline: 7/1/2020 - 7/1/2021 (As Needed)		

6	**Action:** Provide parents and guardians with technological training to help their student(s) achieve academic success. [Critical Success Factors [Critical Success Factors 1, 5, 6]] **Needs:** F9;	**Person(s) Responsible:** principal, vice principal, counselors, teachers, technology director	**Funding/FTEs:** Local Funds
	Evidence of Implementation: More parental involvement, less phone calls from parents/guardians on technological issues, more progress reports/report cards electronically signed by parents	**Ongoing Evaluation Method:** Skyward monitoring, Google classroom monitoring, phone logs	**Final Evaluation Method:** Student grades, passing/fail rate
	Timeline: 7/1/2020 - 12/31/2020 (As Needed)		**Resources:** web pages, google classroom, technology tools;

Funding

Bilingual/ELL		
Career & Technology Funds		
Local Funds		
Carl-Perkins Title IPartC	$3,945.00	
State Comp Ed Funds	$207,063.00	3.40 FTEs
Special Ed Funds		
Title I, Part A Funds		
Title II, Part A Funds	$10,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	$2,000.00	
Tx Educ for Children Homeless Youth		

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD



Campus Improvement Plan

Loma Alta Middle School

2020-2021

266 CR 381

San Antonio, TX 78253

State ID: 163908043

Mission

By establishing a safe, respectful and nurturing environment, we will inspire students to be innovative thinkers, self-advocates and responsible citizens.

Vision

Together, we will foster a desire for lifelong learning that prepares students to reach their potential.

Description

Loma Alta Middle School opened its doors in 2018 and serves 730 students in grades 6 through 8. The student population is 5.45% African American, 62.7% Hispanic, 25,2% White, .6% American Indian, .8% Asian, 5% Two Or more Races, 51.6% Male, 49.5% Female.

Non-Title I Campus

LAMS is a Non-Title I Campus

Demographics

Although Loma Alta provides support for our non-English speaking families and students, we would like to add support in areas such as filling out the lunch applications and being able to log into skyward. Loma Alta would also like to focus on at-risk students by adopting interventions to help support them.

Student Achievement

Due to the COVID-19 pandemic, all state testing was cancelled. We will now use common assessment data and the previous year STAAR results to gauge student achievement.

School Culture and Climate

Loma Alta provided an educational field trip for the 7th graders this year, but due to the COVID-19 pandemic, we were not able to provide the other grades a trip. We would like to continue educational field trips along with increasing our character building for our students.

Staff Quality, Recruitment and Retention

Although we are a highly thought of district, we need to retain our teachers once they arrive. We would like to look at incentives for attendance for teachers. We also see the need to recruit substitute teachers.

Curriculum, Instruction and Assessment

We were fortunate to provide Math and Reading academies for our struggling learners during the previous years. In 2020-2021, we will change 6th and 7th grade to a push in model. We would like to add a specialist to our campus for daily support with curriculum. We also need continued support for our ELL students.

Family and Community Engagement

This year, and especially during the school closure, we did a good job communicating with parents and the community through social media. With report cards and student grades on Skyward, we need to continue encouraging the use of Skyward.

School Context and Organization

Every core area has a department head. This person is a great resource for our teachers. They hold PLC meetings and ensure that curriculum is aligned. Outside of core classes, our teachers need additional training on special program areas such as SuccessEd.

Technology

Medina Valley ISD began moving in the right direction and adding technology. Due to the COVID-19 pandemic, we used technology more than ever. Every teacher and most students had to learn Google Classroom. We are using Google classroom more than ever and will continue that push. We do need more technology, such as Chromebooks, in the classrooms.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

Administrators

Julie Center	Principal
Daniel Williams	Vice Principal
Carmen Ramirez	Vice Principal

Planning Committee

Member Name	Title
Julie Center	Principal
Daniel Williams	Assistant Principal

Planning Committee (continued)

Member Name	Title
Carmen Ramirez	Assistant Principal
Natalie Mueller	Teacher
Lindsey Spracale	Teacher
Joy Smith	Teacher
Carrie Arce	Teacher
Jennifer Hickman	Teacher
Amy Guajardo	Teacher
Jacklin Mosso	Teacher
Angela Grivich	Teacher
Abigail Guarnero	Teacher
Judith Blake	Teacher
Sarah Young	Teacher
Joseph Gross	Teacher
Rosemary Morales	Counselor
Christine Guarnero	Campus Secretary
Kelsey Fankel	Counselor
Carrie Calvert	Parent
April Davis	Parent
Henry Haegelin	Community Member
Milo Guarnero	Community Member
Cheryl Dziuk	Business Representative
Jeffrey Fankel	Business Representative

Comprehensive Needs Assessment

Demographics

Strengths

1. Social worker on campus to provide counseling in small group settings.
2. Academy for ESL and SPED resource students.
3. Attendance incentives

Needs

1. General education teachers collaborate with Special Education teachers.
2. Mentoring program for at-risk students.
3. More teacher phones available to call parents.
4. Additional help/support for parents filling out free/reduced lunch at BOY.

Summary

Although Loma Alta provides support for our non-English speaking families and students, we would like to add support in areas such as filling out the lunch applications and being able to log into skyward. Loma Alta would also like to focus on at-risk students by adopting interventions to help support them.

Data

Attendance Data

TAPR

Student Achievement

Strengths

1 Students were bench marked and then regular common assessments helped to show progress or lack thereof.
2 Interventions and Double Collaborative

Needs

1 Smaller teacher to student ratio in inclusion classes.
2 More exposure to online testing.
3 Cross-curricular writing in all grade levels.
4 Reading/Math Specialist
5 Curriculum Specialist

Summary

Due to the COVID-19 pandemic, all state testing was cancelled. We will now use common assessment data and the previous year STAAR results to gauge student achievement.

Data

Classroom Walkthrough Data
Curriculum-Based Assessments
Formative Assessments

School Culture and Climate

Strengths

1 Teacher ability to build relationships
3 Teachers are seen as role models to students
4 Educational Field trips
5 School Counselors did one guidance lesson for all 3 grade levels.
6 Social worker gave PD on mental health awareness.
7 Folder system used to indicate "student needs break" without the student knowing.

Needs

1 Campus-level support of clubs
2 Bullying education for students and teachers
5 More opportunities for students to attend field trips.
6 Monthly character building skills throughout the year.
7 Teacher "oasis" room. This room would be separate from the work room. This room would be for relaxation on a hard day.

Summary

Loma Alta provided an educational field trip for the 7th graders this year, but due to the COVID-19 pandemic, we were not able to provide the other grades a trip. We would like to continue educational field trips along with increasing our character building for our students.

Data

Attendance Data
Staff Demographics

Staff Quality, Recruitment and Retention

Strengths

1. High level of collaboration within the staff.
2. Collaboration with the community.
3. Teacher flexibility and adaptability.
4. Quality teaching.

Needs

1. Better employee benefits package
2. Teacher attendance incentives
3. Substitute recruitment training
4. Teachers would like team building activities to get to know other members of the staff and discuss cross curricular activities.

Summary

Although we are a highly thought of district, we need to retain our teachers once they arrive. We would like to look at incentives for attendance for teachers. We also see the need to recruit substitute teachers.

Data

Classroom Walkthrough Data

Staff Demographics

Attendance Data

Curriculum, Instruction and Assessment

Strengths

1 Curriculum support at the district level
2 Math and Reading academies for struggling learners
4 Preparation course to expose 8th graders to CTE program

Needs

1 Reading Specialist
2 English Language Learner support
3 Specific curriculum for Math and Reading academies
4 Continued resources and support for accelerated instruction.
5 More rechargeable TI 84 graphing calculators.

Summary

We were fortunate to provide Math and Reading academies for our struggling learners during the previous years. In 2020-2021, we will change 6th and 7th grade to a push in model. We would like to add a specialist to our campus for daily support with curriculum. We also need continued support for our ELL students.

Data

Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Student Achievement Data

Family and Community Engagement

Strengths

1 Monthly newsletter
2 Meet the teacher night
3 Academic Awards Ceremony-virtual
4 MVISD Facebook/Twitter page
5 Community involvement with band, sports, and cheer
6 Big Art Day
7 Science star night

Needs

1 Parental opportunity to become more familiar with skyward (how to videos)
3 Bilingual Parent Communication
4 Spring fling/Fall festival

Summary

This year, and especially during the school closure, we did a good job communicating with parents and the community through social media. With report cards and student grades on Skyward, we need to continue encouraging the use of Skyward.

Data

Attendance Data
Student Achievement Data
Student Demographics

School Context and Organization

Strengths

1. Every core department has a lead teacher
2. Weekly curriculum meetings
3. In addition to district mentor program, department leads provide guidance.
4. Check out procedures for the COWs and computer labs.

Needs

1. AWARE-up to date information on LEP and 504 students
2. Additional funding for inclusion teachers/staff
3. Training for staff on SuccessEd
4. Additional training in SuccessEd for RTI, 504s, SPED and ESL info.
5. Smaller lunches (3 lunches)

Summary

Every core area has a department head. This person is a great resource for our teachers. They hold PLC meetings and ensure that curriculum is aligned. Outside of core classes, our teachers need additional training on special program areas such as SuccessEd.

Data

Staff Demographics

Student Achievement Data

Student Demographics

Technology

Strengths

1. Wifi drops
2. Infocus machines in all classrooms
3. Use of Google Classroom
4. COWs used more often.

Needs

1. Smartboards for all core classrooms
2. Increase student access to technology
3. Staff development focused on technology for the classrooms
4. COWs for each department.
5. Zspace computers

Summary

Medina Valley ISD began moving in the right direction and adding technology. Due to the COVID-19 pandemic, we used technology more than ever. Every teacher and most students had to learn Google Classroom. We are using Google classroom more than ever and will continue that push. We do need more technology, such as Chromebooks, in the classrooms.

Data

Student Achievement Data

Prioritized Needs

A: Demographics

- A2 Mentoring program for at-risk students.

C: School Culture and Climate

- C1 Campus-level support of clubs
- C5 More opportunities for students to attend field trips.
- C6 Monthly character building skills throughout the year.

D: Staff Quality, Recruitment and Retention

- D2 Teacher attendance incentives
- D3 Substitute recruitment training
- D4 Teachers would like team building activities to get to know other members of the staff and discuss cross curricular activities.

E: Curriculum, Instruction and Assessment

- E1 Reading Specialist
- E2 English Language Learner support
- E3 Specific curriculum for Math and Reading academies
- E4 Continued resources and support for accelerated instruction.

F: Family and Community Engagement

- F1 Parental opportunity to become more familiar with skyward (how to videos)

G: School Context and Organization

- G2 Additional funding for inclusion teachers/staff

H: Technology

- H2 Increase student access to technology
- H3 Staff development focused on technology for the classrooms

Goals

Goal #1: Focus on continual growth among all grade levels in core academics.

:

Goal #2: We will incorporate appropriate training and encouragement for teachers to complement and support student learning and provide the skill set to retain highly effective teachers.

:

Goal #3: We will nurture the students as a whole to make sure that they have the social and emotional skills to be college and career ready.

:

Actions

Goal #1: Focus on continual growth among all grade levels in core academics.

Objective #1: Provide training for parents on the use of Skyward and TEA Parent Portal to meet at least 10% of parent access for the purpose of understanding academic performance.

1	**Action:** During parent night computer labs will be staffed and accessible to parents for training. **Needs:** F1;	**Person(s) Responsible:** Counselors	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheet from parents night	**Ongoing Evaluation Method:** This is a once a year event. Make sure it is put on the calendar. Also evaluated at the progress monitor period.	**Final Evaluation Method:** Look at how many parents accessed skyward and look for a 5% increase in usage each year.
	Timeline: 8/15/2020 - 8/15/2021 (As Needed)		**Resources:** Computer labs and ensuring connectivity is functional;

Goal #1: Focus on continual growth among all grade levels in core academics.

Objective #2: All STAAR tested areas will be above the state average by 2 percent as measured by the end of the year results.

1	**Action:** Assign all student who didn't meet STAAR approaching grade level standard to an academy course or assign a teacher to push into their classes for added support. Due to COVID-19 shut down, we will use the previous years data to determine what 6th and 7th graders need "push ins" and what 8th graders need academies. **Needs:** E4;	**Person(s) Responsible:** Administration and Counselors	**Funding/FTEs:** State Comp Ed Funds $177,619.00; 2.20 FTEs
	Evidence of Implementation: We have systems in place Committee was set up Data Disaggregated Students placed in class	**Ongoing Evaluation Method:** Leadership teams meets weekly to evaluate progress and common assessments	**Final Evaluation Method:** We will look at STAAR results from previous year due to COVID-19 shut down.
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		**Resources:** STAAR results Master Schedule GPC;
2	**Action:** Identify and provide academic support, such as tutoring, for struggling students. **Needs:** E1; E3; E4; G2; H2;	**Person(s) Responsible:** Administrators, Counselors, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Title III, Part A Funds
	Evidence of Implementation: Sign in sheets, list of identified students	**Ongoing Evaluation Method:** Sign in sheets, list of identified students	**Final Evaluation Method:** Academic growth of identified students
	Timeline: 8/13/2020 - 6/9/2021 (As Needed)		
3	**Action:** Provide supplies, materials, and other instructional needs for academic success to our identified vulnerable student populations. **Needs:** A2; E4;	**Person(s) Responsible:** District McKinney Vento liaison, campus social worker and counselor	**Funding/FTEs:** Title I, Part A Funds $1,500.00; Tx Educ for Children Homeless Youth
	Evidence of Implementation: Interview forms and receipts	**Ongoing Evaluation Method:** Follow up meetings documented.	**Final Evaluation Method:** Spreadsheet of data gathered will be available and evaluated.
	Timeline: 9/1/2020 - 6/1/2021 (As Needed)		**Resources:** interview documentation of needs;

4	**Action:** To support our monolingual students by acquiring instructional technology for daily access to be used on/for language translation apps, speech to text software, and online curriculum. Updated: 11/13/18 **Needs:** E2; E4; H2;	**Person(s) Responsible:** ELL campus administrator designee and ELL academy instructor	**Funding/FTEs:** Title III, Part A Funds $3,000.00
	Evidence of Implementation: Implementation plan communicated and teacher acknowledgement received.	**Ongoing Evaluation Method:** Diagnostic report of usage and as concurrent per grading period.	**Final Evaluation Method:** Diagnostics will be reviewed. AR STAR assessments will be reviewed. IPT results also reviewed.
	Timeline: 12/1/2020 - 5/30/2021 (Daily)		**Resources:** Implementation plan communicated and provided; access to software components;

Goal #2: We will incorporate appropriate training and encouragement for teachers to complement and support student learning and provide the skill set to retain highly effective teachers.

Objective #1: Provide support to all level of educators, from new teachers to seasoned teacher, to grow them in their career and keep them motivated for the success of our students.

1	**Action:** Professional Learning Communities for staff. **Needs:** H3;	**Person(s) Responsible:** Department Heads	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Meeting with new teachers to make sure that understand and have all materials they need.	**Ongoing Evaluation Method:** Faculty meetings	**Final Evaluation Method:** Teacher climate survey at the end of the year
	Timeline: 8/16/2020 - 6/8/2021 (Weekly)		**Resources:** Supplies for teachers out of department budget when needed;

2	**Action:** Provide professional development for all core area teachers to enhance student learning. Due to the COVID-19 shut down and digital learning, we plan on focusing on more professional development in distance learning. **Needs:** E2; E3; H3;	**Person(s) Responsible:** Administration and District level staff	**Funding/FTEs:** Title II, Part A Funds $2,000.00
	Evidence of Implementation: Participation documents in Eduphoria	**Ongoing Evaluation Method:** Sign in sheets and certificates	**Final Evaluation Method:** Sign in sheets and certificates
	Timeline: 8/13/2020 - 6/9/2021 (As Needed)		

3	**Action:** Provide time and training for teachers new to the profession. **Needs:** H3;	**Person(s) Responsible:** Campus Admin and CIA	**Funding/FTEs:** Title II, Part A Funds $2,500.00
	Evidence of Implementation: New Teacher attend mentor training and meet with their mentor. Sign in sheet	**Ongoing Evaluation Method:** Sign in sheet	**Final Evaluation Method:** Debrief with mentors
	Timeline: 10/1/2020 - 5/1/2021 (Monthly)		**Resources:** Agenda, timeline, description of expectation;

4	**Action:** Recruit and support mentors for teachers new to the teaching profession. **Needs:** D2; D3;	**Person(s) Responsible:** Campus Admin and CIA	**Funding/FTEs:** Title II, Part A Funds $2,500.00
	Evidence of Implementation: Mentor sign in sheets	**Ongoing Evaluation Method:** Sign in sheet/participation in training	**Final Evaluation Method:** Debrief with assigned mentor
	Timeline: 10/1/2020 - 5/1/2021 (Monthly)		**Resources:** Agenda, sign in sheet, online tracking system,;

Goal #2: We will incorporate appropriate training and encouragement for teachers to complement and support student learning and provide the skill set to retain highly effective teachers.

Objective #2: Meet quarterly with all faculty and staff to provide training and opportunity and input to impact best instructional practices to reduced class interruption to no more than 2 a week.

1	**Action:** Disseminate calendar to faculty. **Needs:** C1;	**Person(s) Responsible:** Admistrator	**Funding/FTEs:**
	Evidence of Implementation: Agenda and sign in sheet	**Ongoing Evaluation Method:** Sign in sheets	**Final Evaluation Method:** Sign in sheets and fidelity of understanding all procedures at Loma Alta
	Timeline: 8/17/2020 - 6/8/2021 (Every 9 weeks)		**Resources:** Loma Alta Employee Handbook Loma Alta PD shared drive;

2	**Action:** The Loma Alta Leadership team will provide social activities, such as pot lucks, to encourage fellowship amongst the staff. **Needs:** D4;	**Person(s) Responsible:** Mrs. Center, Mrs. Williams, Mrs. Ramirez, Mrs. Fankel, Mrs. Morales	**Funding/FTEs:**
	Evidence of Implementation: Teachers participate in social events during the school day/lunch time/after school	**Ongoing Evaluation Method:** Participation	**Final Evaluation Method:** Culture survey
	Timeline: 7/1/2020 - 6/1/2021 (Monthly)		

Goal #3: We will nurture the students as a whole to make sure that they have the social and emotional skills to be college and career ready.

Objective #1: We will follow state mandates to provide appropriate training for violence, dating violence, mental health, and well-being for 100% students and staff by the end of the 2020-2021 school year.

1	**Action:** To provide violence and dating violence prevention. We will develop a powerpoint presentation to be presenting at the end of lunches to capture the audience of the entire student body. **Needs:** C6;	**Person(s) Responsible:** Counselors/Social Worker	**Funding/FTEs:**
	Evidence of Implementation: Powerpoint presentation following state guidelines.	**Ongoing Evaluation Method:** Annual Student training	**Final Evaluation Method:** Conversational feedback Counselor summary feedback
	Timeline: 9/1/2020 - 12/15/2021 (Annually)		

2	**Action:** In an effort to have coordinated health at the district and campus level, designated staff members will be our ambassadors for Loma Alta to collaborate. **Needs:** E2; E3; E4;	**Person(s) Responsible:** Nurse Pedroza	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheets and agenda	**Ongoing Evaluation Method:** Sign in sheets and agenda	**Final Evaluation Method:** Participation in monthly meetings by providing feedback to and from meetings
	Timeline: 9/1/2020 - 5/30/2021 (Monthly)		

3	**Action:** Provide 8th grade students with presentation on resilience and grit **Needs:** C6;	**Person(s) Responsible:** Counselors and Social workers	**Funding/FTEs:** Title IV, Part A Funds $2,000.00
	Evidence of Implementation: PO, brochure and flyer of presenter	**Ongoing Evaluation Method:** survey students	**Final Evaluation Method:** review student and staff feedback
	Timeline: 11/1/2020 - 5/1/2021 (Annually)		

4	**Action:** Provide social-emotional support to identified students. **Needs:** A2;	**Person(s) Responsible:** social worker and counselors	**Funding/FTEs:** State Comp Ed Funds $90,000.00; 2 FTEs
	Evidence of Implementation: signin sheets, journals	**Ongoing Evaluation Method:** weekly logs available	**Final Evaluation Method:** surveys
	Timeline: 9/1/2020 - 6/1/2021 (Daily)		**Resources:** referrals;

Goal #3: We will nurture the students as a whole to make sure that they have the social and emotional skills to be college and career ready.

Objective #2: We will address college and career readiness with all 8th graders by the end of the school year.

1	**Action:** Providing the instructional materials to support the college and career readiness courses which are now embedded in the Tech Apps curriculum. **Needs:** E4; H2;	**Person(s) Responsible:** Counselors and D. Keller	**Funding/FTEs:** Carl-Perkins Title IPartC $3,500.00
	Evidence of Implementation: Lesson Plans, powerpoints, speakers, sign in sheet	**Ongoing Evaluation Method:** Weekly grades and assessments 4-year plan Career portfolio	**Final Evaluation Method:** Student course completion and survey
	Timeline: 8/27/2020 - 12/21/2021 (Weekly)		**Resources:** Online student interest inventory survey provided by Counselor and teacher. This course is a semester course for each 8th grader. It will repeat again in the spring.;

2	**Action:** Providing the financial support in order for students to participate in activities outside of the traditional school day for college and career readiness. **Needs:** C5;	**Person(s) Responsible:** D. Keller	**Funding/FTEs:** Title I, Part C-Migrant
	Evidence of Implementation: Off Campus Trips such as Google trip.	**Ongoing Evaluation Method:** Evaluate with career course.	**Final Evaluation Method:** Evidence of field trip
	Timeline: 1/23/2020 - 7/1/2021 (As Needed)		**Resources:** CTE Title I Part C;

Funding

Bilingual/ELL		
Local Funds		
Carl-Perkins Title IPartC	$3,500.00	
State Comp Ed Funds	$267,619.00	4.20 FTEs
Title I, Part A Funds	$1,500.00	
Title I, Part C-Migrant		
Title II, Part A Funds	$7,000.00	
Title III, Part A Funds	$3,000.00	
Title IV, Part A Funds	$2,000.00	
Tx Educ for Children Homeless Youth		

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD



Campus Improvement Plan

Castroville Elementary School

2020-2021

1000 Madrid

Castroville, TX 78009

State ID: 163908103

Mission

Castroville Elementary believes that all students have the abilities to reach success. The staff at Castroville Elementary will work to ensure that these students reach their greatest abilities and will become great contributors to our community.

Vision

Castroville Elementary will continue to work on building upon recent success in our academic areas of Reading, Math, Science, and Writing. The campus will strive to improve all core content areas in all grade levels. We will continue to strive to reach every student's potential both academically and emotionally and to motivate our students to be at school every day. With the support of all of our stakeholders, Castroville Elementary student's will be able to reach their fullest potential and be prepared for their next opportunity in life.

Description

Castroville Elementary School opened its doors in 1960 and serves 678 students in grades PK through 5. The student population is .59% African American, 50.59% Hispanic, 46.31% White, .44% American Indian, .44% Asian, 1.62% Two Or more Races, 54.7% Male, 45.2% Female. Castroville Elementary School serves 10.69% Special Education students, 55.3% Economically Disadvantaged students, 3.39% English Language Learners, 20.50% At-Risk students, 6.78% Gifted & Talented students. The overall mobility rate for the campus is 13.1%. The average attendance rate for students is 96%. The annual graduation rate is 100%.

Title I

Castroville Elementary is a Title I campus. We provide focused interventions for a large population of economically disadvantaged

Demographics

The campus needs to continue to provide support for all students including intervention as well as having a well-rounded curriculum that meets the needs of all students.

Student Achievement

The information indicated that the campus needs to continue to provide the appropriate resources and support for campus and district assessments. The intervention tutors should continue to be utilized to help student success.

School Culture and Climate

In reviewing the information, it was noted that needs to continue to provide various opportunities for students to be successful including to promote positive interactions/recognition. The campus would also like for the school-wide discipline plan to continued to be followed.

Staff Quality, Recruitment and Retention

It was determined that staff development needs to continue to occur and to allow for various topics for staff to choose from. The campus would also like to incorporate more incentives for staff members.

Curriculum, Instruction and Assessment

It was determined that the campus needs to continue to provide staff development in all core content areas as well providing resources for staff members to enhance student learning. Interventions need to continue and encompassing all students in need.

Family and Community Engagement

It was noted that the campus has lots of positive parent interaction, but would like to continue to grow the communication between the school and families as well as continue to increase the involvement of all stakeholders with the campus events.

School Context and Organization

Overall the campus needs to continue to build upon positive interaction with parents. The staff would like to continue to improve upon the MTSS process and School safety.

Technology

In reviewing the information it is determined that the campus needs to continue to upgrade technology to the campus and provide appropriate training as necessary.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

Administrators

Ken Center	Prinipal
Katherine Perez	Vice Principal

Planning Committee

Member Name	Title
Ken Center	Principal

Planning Committee (continued)

Member Name	Title
Katherine Perez	Assistant Principal
Lynli Jones	Teacher
Sherry Tschirhart	Teacher
Laura Ortiz	Teacher
Kara Mumme	Teacher
Lisa Clark	Teacher
Kimberly Boehme	Teacher
Martha Compean	Teacher
Morgan Tondre	Counselor
DawnRae Groff	Special Ed Teacher
Adrianne Burris	Parent
Katie Solis	Parent
Jan Jones	Community Member
Jordan Crosby	Community Member
Courtney Stolte	Business Representative
Pennie Robertson	Business Representative

Comprehensive Needs Assessment

Demographics

Strengths

1 Students are provided additional interventions for students at-risk with the use of tutors.
2 Campus has a low student mobility rate.
3 Campus is very stable with low staff turn-over rate allowing for knowledge of students.

Needs

1 Campus will continue to provide more opportunities for all students to receive more intervention.
2 Campus needs to continue to provide a well rounded curriculum for all students.
3 Campus needs to continue to build upon the Library program to offer a variety of resources and learning opportunities.
4 Campus needs to continue to provide programs/information with a variety of resources to help with Economically Disadvantage students.

Summary

The campus needs to continue to provide support for all students including intervention as well as having a well-rounded curriculum that meets the needs of all students.

Data

Staff Demographics
Student Demographics
Skyward Data Mining
PEIMS Data Submission Report
OnData Suite

Student Achievement

Strengths

1 The campus utilizes an intervention program that including the use of focus groups, Reading and Math Specialist pull-out, intervention tutors, and GT pull-out.
2 The campus provides before and after school tutoring including the use of Istation to help close the achievement gap.
3 The campus utilized the IXL program for Special Education students to track students data as well as providing more inclusive support in meeting their needs.

Needs

1 Campus needs to provide resources and support for appropriate assessments.
2 Campus needs to continue to utilize campus and district tutors/interventionists for student success.
3 Campus needs to continue to provide resources for staff to allow students to be successful.

Summary

The information indicated that the campus needs to continue to provide the appropriate resources and support for campus and district assessments. The intervention tutors should continue to be utilized to help student success.

Data

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Promotion / Retention data
Response to Intervention tracking
Student Achievement Data

School Culture and Climate

Strengths

1 teachers and staff are committed to the well being of all students.
2 The students feel that the teachers are present to help them learn and they are happy to come to school.
3 teachers are providing rigorous and relevant instruction for the progress of all students.

Needs

1 Campus can promote positive interactions and rewards for student accomplishments in all areas.
2 All staff/school personnel should continue to follow the school-wide discipline plan.

Summary

In reviewing the information, it was noted that needs to continue to provide various opportunities for students to be successful including to promote positive interactions/recognition. The campus would also like for the school-wide discipline plan to continued to be followed.

Data

Student Demographics
Climate Survey

Staff Quality, Recruitment and Retention

Strengths

1 Over 80% of the campus staff has over 6 years of experience which has led to a low turnover rate each year.

2 Staff indicate that there is a positive culture and morale around campus.

Needs

1 Campus needs to continue with Staff Development that is meaningful and offers a variety of topics to choose from.

2 Campus needs to continue to build upon teacher/staff incentives

Summary

It was determined that staff development needs to continue to occur and to allow for various topics for staff to choose from. The campus would also like to incorporate more incentives for staff members.

Data

OnData Suite

Attendance Data

PEIMS Data Submission Report

Curriculum, Instruction and Assessment

Strengths

1 The campus utilizes various resources for intervention including tutors, reading specialist, math specialist, tutoring, Dyslexia pull out support, and a GT pull-out program.
2 The campus utilizes several academic areas of support including Accelerated Reader incentives, Daily 5, Fundamental 5, Enrichment Training with Depth of Complexity, as well as IXL for special education students.
3 The campus utilizes technology including computer labs, SeeSaw, Google Classrooms, as well as other technology programs.

Needs

1 Campus would like to continue with staff development in multiple areas to support Reading, Math, Science, and Social Studies.
2 Campus needs to continue to update technology throughout the campus to better support students.
3 Campus needs to continue to provide intervention support for at-risk students.

Summary

It was determined that the campus needs to continue to provide staff development in all core content areas as well providing resources for staff members to enhance student learning. Interventions need to continue and encompassing all students in need.

Data

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
Discipline Data
District-Based Assessments
Formative Assessments
Promotion / Retention data
Response to Intervention tracking
STAAR / EOC Results
TAPR
Skyward Data Mining

Family and Community Engagement

Strengths

1 The campus offers opportunities for the community to observe the various plays that they grade levels put on throughout the school year.

2 Various forms of communication have been utilized from all staff to keep parents and community involved.

Needs

1 Campus needs to continue to offer more technology training for teachers and staff

2 Campus needs to continue to build capacity by offering various opportunities for parents/families/community to be involved.

Summary

It was noted that the campus has lots of positive parent interaction, but would like to continue to grow the communication between the school and families as well as continue to increase the involvement of all stakeholders with the campus events.

Data

Student Demographics

Climate Survey

School Context and Organization

Strengths

1 Parents feel welcomed at our campus.

2 Parents feel their is good open communication between them and the school including during the school closure.

Needs

1 Campus needs to continue to address campus safety.

2 Campus needs to build upon positive parent involvement through various technological communication method.

3 Campus needs to continue to build upon the MTSS process for student success.

Summary

Overall the campus needs to continue to build upon positive interaction with parents. The staff would like to continue to improve upon the MTSS process and School safety.

Data

Climate Survey

Technology

Strengths

1. Continued to utilize the Health Literacy Grant to help fund Technology and Library books.
2. Various devices for students to utilize including Chromebooks, Laptops, Kindles, Nabi's, and desktop computers.
3. Raptor System to scan in visitors to the campus.
4. Access to Google Apps to help engage learners.

Needs

1. Campus needs to continue with technology updates around campus to better serve our students.
2. Campus needs to continue to provide staff development on technology for staff.

Summary

In reviewing the information it is determined that the campus needs to continue to upgrade technology to the campus and provide appropriate training as necessary.

Data

Climate Survey

Priority Needs

A: Demographics

A1 Campus will continue to provide more opportunities for all students to receive more intervention.

A2 Campus needs to continue to provide a well rounded curriculum for all students.

A4 Campus needs to continue to provide programs/information with a variety of resources to help with Economically Disadvantage students.

B: Student Achievement

B1 Campus needs to provide resources and support for appropriate assessments.

B2 Campus needs to continue to utilize campus and district tutors/interventionists for student success.

B3 Campus needs to continue to provide resources for staff to allow students to be successful.

C: School Culture and Climate

C1 Campus can promote positive interactions and rewards for student accomplishments in all areas.

D: Staff Quality, Recruitment and Retention

D1 Campus needs to continue with Staff Development that is meaningful and offers a variety of topics to choose from.

E: Curriculum, Instruction and Assessment

E1 Campus would like to continue with staff development in multiple areas to support Reading, Math, Science, and Social Studies.

E2 Campus needs to continue to update technology throughout the campus to better support students.

E3 Campus needs to continue to provide intervention support for at-risk students.

F: Family and Community Engagement

F1 Campus needs to continue to offer more technology training for teachers and staff

F2 Campus needs to continue to build capacity by offering various opportunities for parents/families/community to be involved.

G: School Context and Organization

G1 Campus needs to continue to address campus safety.

G2 Campus needs to build upon positive parent involvement through various technological communication method.

H: Technology

H1 Campus needs to continue with technology updates around campus to better serve our students.

H2 Campus needs to continue to provide staff development on technology for staff.

Goals

Goal #1: Castroville Elementary will provide academic opportunities that will enhance the learning and opportunities for all students.

:

Goal #2: Castroville Elementary will provide professional development opportunities and appropriate resources for all staff members to enhance the learning of all students.

:

Goal #3: Castroville Elementary will provide appropriate and reliable technology for students and staff.

:

Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.

:

Goal #5: Castroville Elementary will provide a safe environment for all stakeholders while on campus.

:

Actions

Goal #1: Castroville Elementary will provide academic opportunities that will enhance the learning and opportunities for all students.

Objective #1: To provide academic support and resources for all students in order for students to show academic growth.

1	**Action:** Master Schedule will be developed to include intervention time were tutors can work with at-risk students in grades K-5. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** A1; B2; E3;	**Person(s) Responsible:** Principal, Vice Principal, Reading Specialist, Math Specialist, Dyslexia Specialist, Teachers.	**Funding/FTEs:** Local Funds $5,000.00; Title I, Part A Funds $2,000.00; Title I, Part C-Migrant; Title III, Part A Funds; Tx Educ for Children Homeless Youth
	Evidence of Implementation: Tutoring Logs	**Ongoing Evaluation Method:** Common Assessments, Istation, Benchmarks, STAR	**Final Evaluation Method:** STAAR, Benchmarks, STAR
	Timeline: 9/4/2020 - 5/31/2021 (Daily)		

2	**Action:** Castroville Elementary will increase student achievement through a variety of resources. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** B3; E2; H1;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Special Ed Teachers, Teachers, PK aide.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds; State Comp Ed Funds $16,000.00
	Evidence of Implementation: Frequency of usage reports	**Ongoing Evaluation Method:** Common Assessments, Benchmarks, Data from specific programs utilized	**Final Evaluation Method:** STAAR, Benchmarks, Data from specific programs utilized
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		**Resources:** Envision, Istation, Intervention tutors, Countdown to STAAR Reading and Math, Reading Specialist, Math Specialist, Education Galaxy, PK Instructional Screener, GT Instructional Specialist, Dyslexia Specialist.;

3	**Action:** A 3-tier process will be utilized to monitor student progress including programs, interventions, and timelines form expected outcomes. Documentation of goals, strategies, and outcomes for movement between tiers will be documented through the RTI process and data meetings. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4]] **Needs:** B3; G2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Dyslexia Specialist, Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Teachers will provide documentation of interventions for each student.	**Ongoing Evaluation Method:** STAR assessments each six-weeks. Other data can be provided to document progress.	**Final Evaluation Method:** STAAR, Benchmarks, End-of-year Assessments, Istation, STAR.
	Timeline: 8/27/2020 - 6/7/2021 (Every 6 weeks)		

4	**Action:** Writing will be a focus with specific strategies being utilized from various programs including but not limited to Trail of Breadcrumbs. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** B1; B3; D1; E1;	**Person(s) Responsible:** Principal, Vice Principal, Reading Specialist, Special Ed Teachers, Teachers, PK aide.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds; State Comp Ed Funds
	Evidence of Implementation: Students progress throughout the school year.	**Ongoing Evaluation Method:** Common assessments, Benchmarks, Reports from intervention tutors.	**Final Evaluation Method:** Writing folders/Assignments, STAAR.
	Timeline: 9/4/2020 - 5/31/2021 (Daily)		**Resources:** Istation, Intervention Tutors, Reading Specialist, Dyslexia Specialist.;

5	**Action:** Continue to fund for a campus Math Specialist, reading specialist, parent/family engagement coordinator, and pre-k aide [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6]] **Needs:** B2; [Title I Components Evaluation]	**Person(s) Responsible:** Campus administration	**Funding/FTEs:** Local Funds; Title I, Part A Funds $139,000.00; 3.25 FTEs; Title IV, Part A Funds $7,200.00; State Comp Ed Funds $105,000.00; 2.00 FTEs
	Evidence of Implementation: Teacher/staff evaluations; student academic improvement	**Ongoing Evaluation Method:** Campus admin periodic meetings	**Final Evaluation Method:** Teacher/staff evaluations; student academic improvement
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		**Resources:** CNA, CIP, and job description;

6	**Action:** Provide supplies and other instructional-related materials to support students as identified via the McKinney-Vento program. [Critical Success Factors [Critical Success Factors 1, 6]] **Needs:** A1; A4;	**Person(s) Responsible:** Campus Admin, Counselor, social worker, and McKinney Vento Liaison	**Funding/FTEs:** Tx Educ for Children Homeless Youth $500.00; Title I, Part A Funds $350.00
	Evidence of Implementation: needs list and signed receipts of materials received	**Ongoing Evaluation Method:** every 3 weeks McKinney Vento liaison monitors students	**Final Evaluation Method:** survey
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

Goal #1: Castroville Elementary will provide academic opportunities that will enhance the learning and opportunities for all students.

Objective #2: Provide an increase in enrichment opportunities for students.

1	**Action:** UIL academic opportunities will be offered with a competition amongst the Elementary campuses for grades 2-5. [Critical Success Factors [Critical Success Factors 1, 5, 6, 7]] **Needs:** A2; A4;	**Person(s) Responsible:** Principal, Vice Principal, Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Student participation	**Ongoing Evaluation Method:** student participation, observation, student/teacher/parent feedback.	**Final Evaluation Method:** Student participation.
	Timeline: 9/4/2020 - 12/15/2021 (Weekly)		

2	**Action:** Fine Arts teacher will organize a 5th grade Honor Choir for students to participate in and provide performances for the campus and community. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** A2; A4;	**Person(s) Responsible:** Principal, Vice Principal, Fine Arts teacher.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Student participation and community involvement.	**Ongoing Evaluation Method:** Student participation and community involvement.	**Final Evaluation Method:** Student participation and community involvement.
	Timeline: 9/10/2020 - 5/31/2021 (Daily)		

3	**Action:** Various clubs will be offered to students after school to enhance their learning opportunities including but not limited to: Coding Club, Student Council, Book Club [Critical Success Factors [Critical Success Factors 1, 3]] **Needs:** C1;	**Person(s) Responsible:** Principal, Vice Principal, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Student participation.	**Ongoing Evaluation Method:** Monitoring of student participation, student observations.	**Final Evaluation Method:** Surveys of student/parent participation.
	Timeline: 8/27/2020 - 6/6/2021 (Daily)		**Resources:** Supplies needed for clubs.;

4	**Action:** College and careers will be explored through various avenues including but not limited to: Designated college spirit days, classroom room counselor visits, and classroom teacher discussions. [Critical Success Factors [Critical Success Factors 1, 5, 6]] **Needs:** A2; A4; [Title I Components Evaluation]	**Person(s) Responsible:** Counselor, Principal, Vice-Principal, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Student/parent participation.	**Ongoing Evaluation Method:** Monitoring of student interaction/engagement.	**Final Evaluation Method:** Survey information submitted by parents, faculty, and students.
	Timeline: 9/1/2020 - 6/3/2021 (Weekly)		**Resources:** Announcements, presentations to students/parents;

Goal #2: Castroville Elementary will provide professional development opportunities and appropriate resources for all staff members to enhance the learning of all students.

Objective #1: To provide and encourage staff members with professional development opportunities to enhance their learning.

1	**Action:** Teachers will receive various forms of staff development on any and all technology devices throughout the school year. [Critical Success Factors [Critical Success Factors 1, 7]] **Needs:** D1; E1; H2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialists, Reading Specialist, Dyslexia Specialist, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds
	Evidence of Implementation: Sign-in Sheets	**Ongoing Evaluation Method:** Sign-in sheets, observations.	**Final Evaluation Method:** Observations
	Timeline: 8/13/2020 - 6/7/2021 (As Needed)		

2	**Action:** Staff development will be provided for core content through various avenues. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 7]] **Needs:** B1; B3; C1; D1; E1; H2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Social Worker.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds; Title II, Part A Funds $2,000.00
	Evidence of Implementation: Documentation of sign-in sheets/certifications.	**Ongoing Evaluation Method:** Sign-in sheets, observations, teachers feedback.	**Final Evaluation Method:** Documentation of training certificates, student progress.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** web casts, on-line webinars, peer training, workshops at Education Service Center, DVD's.;

3	**Action:** Provide various forms of training for the various technological devices. [Critical Success Factors [Critical Success Factors 1, 4, 7]] **Needs:** H2;	**Person(s) Responsible:** Principal, Vice Principal, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds
	Evidence of Implementation: Teacher/student usage.	**Ongoing Evaluation Method:** Sign-in sheets, observations.	**Final Evaluation Method:** Documentation of sign-in sheets.
	Timeline: 8/13/2020 - 6/7/2021 (As Needed)		**Resources:** Kindles, Mimio's, Laptops, Google Classroom;

Goal #2: Castroville Elementary will provide professional development opportunities and appropriate resources for all staff members to enhance the learning of all students.

Objective #2: To increase the various types of meaningful academic resources to facilitate an increase in student growth and meet the needs of the whole student.

1	**Action:** Teachers will continue with the implementation of Daily 5 Reading and Math campus wide. Training and resources will be provided to the teachers. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** B1; D1; E1;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds
	Evidence of Implementation: Frequency of student use, observations.	**Ongoing Evaluation Method:** Common Assessments, STAR	**Final Evaluation Method:** STAAR, Benchmarks, End-of-year assessments, STAR.
	Timeline: 8/27/2020 - 5/31/2021 (Daily)		**Resources:** Daily 5;
2	**Action:** Teachers will implement the Year at a Glance Scope and Sequence, Curriculum Maps, and frameworks for all core subjects such as the TEKS Resource System. [Critical Success Factors [Critical Success Factors 1, 2, 3]] **Needs:** B3; E1; E2;	**Person(s) Responsible:** Principal, Vice Principal, Teachers, Special Ed Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds $3,521.00
	Evidence of Implementation: Lesson Plans, Benchmark data	**Ongoing Evaluation Method:** Common Assessments, Benchmark data	**Final Evaluation Method:** STAAR assessment data.
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		
3	**Action:** Teachers will help to monitor and increase student achievement through a variety of resources including but not limited to the following: Envision, Istation, Intervention tutors, Countdown to STAAR, Reading Specialist, Education Galaxy. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** B3; E2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Teachers, Special Ed Teachers, PK aide.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds; PTA Funds; State Comp Ed Funds
	Evidence of Implementation: Usage reports from programs.	**Ongoing Evaluation Method:** Data reports from the various programs.	**Final Evaluation Method:** Data reports from the various programs, common assessments, benchmarks, STAAR
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		

4	**Action:** The RTI process will continue to be identified, strengthened, and presented to all campus staff to include programs, interventions, and timelines for expected outcomes. Documentation of goals, strategies, and outcomes for movement between tiers will be documented in the RTI process. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4]] **Needs:** G2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Teachers, Special Ed. Teachers, Counselor.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: RTI Documentation, pensive notebooks, BOY/MOY/EOY assessments, Benchmarks, common assessments, STAAR.	**Ongoing Evaluation Method:** Monthly RTI meetings with documentation, data meetings.	**Final Evaluation Method:** RTI Documentation, pensive notebooks, BOY/MOY/EOY assessments, Benchmarks, common assessments, STAAR.
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		

Goal #3: Castroville Elementary will provide appropriate and reliable technology for students and staff.

Objective #1: Technology resources will be provided to help enhance students exposure and learning.

1	**Action:** Technology integration will be required and monitored through walkthroughs and observations of teacher/student. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** H1; H2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Special Ed Teachers, Teachers, PK aide.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Lesson plans and observations.	**Ongoing Evaluation Method:** Lesson plans and observation.	**Final Evaluation Method:** campus surveys and documentation of teacher/student use.
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		**Resources:** Computers for individualized learning, document camera's, mimios, interactive tablets, student response systems, video conferencing equipment, infocus projectors, Kindles, Laptops.;

Goal #3: Castroville Elementary will provide appropriate and reliable technology for students and staff.

Objective #2: Technology resources for students and staff will be monitored and inegrated to help increase upon students academic knowledge.

1	**Action:** Students will have various forms of technology to use in the classroom. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** H1;	**Person(s) Responsible:** Principal, Vice Principal, Special Ed Teachers, Teachers.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Walkthrough documentation.	**Ongoing Evaluation Method:** Observations	**Final Evaluation Method:** Student progress academically and frequency of usage.
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		**Resources:** Mimio's, Kindles, Ipads, Laptops, Computers, Chromebooks, Student response systems.;

2	**Action:** Technology integration will be required and monitored through walkthroughs and observations of teacher/student use including but not limited to the following: computers, document cameras, Mimios, interactive tablets, student response systems, Kindles, Chromebooks, laptops [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** H1; H2;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers, Special Ed Teachers, Reading Specialist, Math Specialist.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Observations through walkthroughs.	**Ongoing Evaluation Method:** Observations through walkthroughs.	**Final Evaluation Method:** Campus surveys.
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		

Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.

Objective #1: To increase Parental involvement opportunities and participation by 5% through various avenues.

2	**Action:** Opportunities will be provided for parents to participate through various avenues including virtually.. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1; [Title I Components Evaluation]	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds $800.00
	Evidence of Implementation: Volunteer participation and reports from Raptor system.	**Ongoing Evaluation Method:** Monitoring of volunteer participation.	**Final Evaluation Method:** Volunteer participation, sign-in sheets, and reports from Raptor System.
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		

Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.

Objective #2: To increase the levels and frequency of Communication through various methods for all stakeholders.

1	**Action:** The campus website will be updated regularly to help inform parents of the various activities occurring on campus. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** F1; F2; G1;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers, Headstart Teachers, Special Ed Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Observations of the website being updated on a weekly basis.	**Ongoing Evaluation Method:** Observations/feedback from community/parents.	**Final Evaluation Method:** Parent surveys.
	Timeline: 8/27/2020 - 6/7/2021 (Weekly)		

2	**Action:** Teachers will provide information to appropriate staff members to update the campus website in a timely manner. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** E2; H2;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Reading Specialist, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Documentation of information shared to be placed on campus website.	**Ongoing Evaluation Method:** Monitoring/observation of the campus website.	**Final Evaluation Method:** Surveys/feedback from all stakeholders.
	Timeline: 8/27/2020 - 6/7/2021 (Weekly)		

3	**Action:** The campus will communicate to all stakeholders through various methods including but not limited to email, newsletters, social media, campus website, remind. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1; H2; [Title I Components Evaluation]	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Information being sent out on a consistent basis.	**Ongoing Evaluation Method:** Monitoring of usage.	**Final Evaluation Method:** Parent/student/teacher surveys.
	Timeline: 8/27/2020 - 5/7/2021 (Weekly)		**Resources:** Technology;

Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.

Objective #3: To provide various opportunities for community partnerships to enhance the overall education of the students.

1	**Action:** Students will participate in various opportunities to help the community including but not limited to the following: Sock drive for Castroville Rehabilitation Center, Box Tops, Jump rope for Heart, Medina County food pantry. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** A4; F2;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Monitoring of community service activities	**Ongoing Evaluation Method:** Monitoring of community service activities	**Final Evaluation Method:** Monitoring of community service activities
	Timeline: 8/27/2020 - 6/7/2021 (Monthly)		

2	**Action:** Students will have various performances and invite members of the community to attend including grade level performances, Choir performances, and GT showcase that may be conducted virtually. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** A2; A4;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers, Special Ed. Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds; PTA Funds
	Evidence of Implementation: Observation of community participation.	**Ongoing Evaluation Method:** Observation of community participation.	**Final Evaluation Method:** Observation of community participation.
	Timeline: 8/27/2020 - 6/7/2021 (Monthly)		

3	**Action:** Partnerships with community and business members including but not limited to: Castroville Public Library, DWAC and CPOC representatives, PTO, Guest speakers, STEM fair, local companies with donation of school supplies, Landmark Inn. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** F2;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds; PTA Funds
	Evidence of Implementation: Documented list of participants and partnerships.	**Ongoing Evaluation Method:** Documented list of participants and partnerships.	**Final Evaluation Method:** Documented list of participants and partnerships.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

4	**Action:** Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agenda, minutes, sign-in sheets and CNA/CIP final copy	**Ongoing Evaluation Method:** Create a calendar and prioritize the calendar of events.	**Final Evaluation Method:** CIP will be revisited annually, analyzed and updated as data show needs
	Timeline: 7/1/2020 - 7/1/2021 (As Needed)		**Resources:** PEIMS reports, OnSuite reports, TAPR, Federal Report Card, PBMAS, and other Skyward data mining reports as needed.;

Goal #5: Castroville Elementary will provide a safe environment for all stakeholders while on campus.

Objective #1: To monitor and provide appropriate security measures to ensure that safety of all stakeholders.

1	**Action:** Scheduled safety drills will be held to promote student and staff awareness and safety. Drills will include fire, lockdown, severe weather, site evacuation, Headstart Bus evacuation. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G1;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Social Worker, Teachers, Special Ed Teachers, PK Teachers, PK aide, Reading Specialist, Math Specialist.	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Documentation of Drills.	**Ongoing Evaluation Method:** Documentation of drills and campus safety meetings.	**Final Evaluation Method:** Documentation of Drills as well as follow-up campus safety meetings.
	Timeline: 8/27/2020 - 5/31/2021 (Monthly)		**Resources:** Texas School Safety Center resources and guides.;

2	**Action:** The Crisis Management Plan will be updates with current staff members and all staff members will be trained in the plan. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G1;	**Person(s) Responsible:** Principal, Academic Coordinator, Counselor, Social Worker, Teachers, Special Ed Teachers, Headstart Teachers, PK teachers, PK aide.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Updated plan with documentation of training's.	**Ongoing Evaluation Method:** Practice of drills.	**Final Evaluation Method:** Safety meeting at end of school year.
	Timeline: 8/16/2020 - 5/31/2021 (As Needed)		

3	**Action:** A hand-held radio will be located in every building to ensure communication in the event of an emergency or intercom system malfunction. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G1;	**Person(s) Responsible:** Principal, Vice Principal, Counselor	**Funding/FTEs:** Local Funds
	Evidence of Implementation: A radio is present in each building.	**Ongoing Evaluation Method:** Monitoring of building radio's monthly.	**Final Evaluation Method:** Ensuring that all radio's are present and working properly.
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		

Goal #5: Castroville Elementary will provide a safe environment for all stakeholders while on campus.

Objective #2: The campus will work to increase upon the culture of pride, positive behavior, and citizenship amongst all stakeholders.

1	**Action:** Campus will promote campus and patriotic pride through various programs and activities including but not limited to: Panther drawings, character trait nominee's for each month, classroom competitions for behavior during lunch. [Critical Success Factors [Critical Success Factors 1, 6]] **Needs:** B3; C1;	**Person(s) Responsible:** Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor, Social Worker.	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Student participation, student nominee lists.	**Ongoing Evaluation Method:** Student participation, student nominee lists.	**Final Evaluation Method:** Student participation and nominee lists.
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		

2	**Action:** Castroville Elementary will provide various forms of student motivation for attendance with various activities and rewards. [Critical Success Factors [Critical Success Factors 1, 4, 6]] **Needs:** B3; C1;	**Person(s) Responsible:** Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor, Social Worker.	**Funding/FTEs:** Local Funds; PTA Funds
	Evidence of Implementation: Weekly attendance reports.	**Ongoing Evaluation Method:** Weekly attendance reports.	**Final Evaluation Method:** Final attendance report.
	Timeline: 9/4/2020 - 6/7/2021 (Weekly)		

3	**Action:** Proactive steps will be taken to prevent bullying. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G1;	**Person(s) Responsible:** Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor, Social Worker.	**Funding/FTEs:** Local Funds; State Comp Ed Funds 0.33 FTEs
	Evidence of Implementation: student nominee list, playing of "Character Network" during morning announcements.	**Ongoing Evaluation Method:** Student nominee's, number of discipline referrals	**Final Evaluation Method:** Student nominee's, number of discipline referrals
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		**Resources:** "Character Network" played with announcements, Counseling during classroom lessons, Monthly recognition of students demonstrating specific character traits,;

4	**Action:** Character building programs will be installed throughout the school year. Students will receive rewards for positive deeds and will be entered into drawings for each grading period. Teachers will reinforce good character traits throughout the school year. [Critical Success Factors [Critical Success Factors 3, 6]] **Needs:** B3; C1;	**Person(s) Responsible:** Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor.	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Teachers observation, student nominee's	**Ongoing Evaluation Method:** Teachers observations	**Final Evaluation Method:** Teachers observation, student nominee's
	Timeline: 8/27/2020 - 6/7/2021 (Daily)		

Funding

Local Funds	$5,000.00	
PTA Funds		
State Comp Ed Funds	$121,000.00	2.33 FTEs
Special Ed Funds		
Title I, Part A Funds	$145,671.00	3.25 FTEs
Title I, Part C-Migrant		
Title II, Part A Funds	$2,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	$7,200.00	
Tx Educ for Children Homeless Youth	$500.00	

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 4, Objective #3 , Strategy # 4: Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 4, Objective #3 , Strategy # 4: Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 1, Objective # 1, Strategy # 5: Continue to fund for a campus Math Specialist, reading specialist, parent/family engagement coordinator, and pre-k aide

Goal # 1, Objective # 2, Strategy # 4: College and careers will be explored through various avenues including but not limited to: Designated college spirit days, classroom room counselor visits, and classroom teacher discussions.

Goal # 4, Objective # 1, Strategy # 2: Opportunities will be provided for parents to participate through various avenues including virtually..

Goal # 4, Objective # 2, Strategy # 3: The campus will communicate to all stakeholders through various methods including but not limited to email, newsletters, social media, campus website, remind.

Goal # 4, Objective # 3, Strategy # 4: Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD



Campus Improvement Plan

LaCoste Elementary School

2020-2021

16069 Uvalde St

LaCoste, TX 78039

State ID: 163908104

Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Medina Valley I.S.D. District Mission Statement Medina Valley Independent School District will provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Medina Valley LaCoste Elementary Mission Statement I am a Panther, I believe my Choices create my Character, which Inspires me to be a Leader & Reach my Highest Potential...

Vision

Shared Vision

Our Students will:
- ·Be passionate and responsible in their learning and in life
- ·Be well-rounded emotionally, socially, and academically
- ·Demonstrate strong values and pride through their actions and beliefs
- ·Follow an educational path that allows them to explore academic and/or vocational career possibilities
- ·Be equipped with the necessary skills, knowledge, and resources for their future
- ·Contribute positively as members of our community and society

Our learning environment will provide:
- ·State-of-the-art and relevant technology and facilities
- ·Consistent and effective communication between the home, school, and district
- ·Classroom experiences focused on student engagement and learning
- ·Opportunities for parents and staff to work together for student success
- ·A staff that is highly qualified, valued, and offered ongoing opportunities for growth
- ·Settings that are both physically and emotionally safe

Our district and community will work together to:
- ·Provide real-life learning opportunities to prepare students for the workforce
- ·Encourage and provide parental involvement and engagement to support the learning environment
- ·Provide a variety of educational programs with appropriate curriculum
- ·Support a growing and diverse population
- ·Build partnerships that are mutually beneficial

Medina Valley LaCoste Elementary Vision Through Leadership we will educate and inspire each other to achieve nothing less than our best.

Description

LaCoste Elementary School opened its doors in 2018-2019 and serves 553 students in grades Pre-K through 5th . The student population is 2.07% African American, 65.91% Hispanic, 30.7% White, 0.19% American Indian, 0.0% Asian, 0.56% Pacific Islander, 0.56% Two Or more Races, 53.11% Male, 46.89% Female. LaCoste Elementary School serves 15.63% Special Education students, 65.35% Economically Disadvantaged students, 9.98% English Language Learners; 65.35% At-Risk students, 3.56% Gifted & Talented students. The overall mobility rate for the campus is 19.4%. The average attendance rate for students is 95.73%.

Title I Campus

Title I campus with high risk students receiving inclusion support, tutorials, and needed accommodations and supports to be successful.

Demographics

In summary, we need instructional intervention resources to better support the diverse demographics at LaCoste in all content areas. We need technology that supports virtual learning and services to better support all our student populations.

Student Achievement

In order to increase student achievement, we are in need of tutors for all grade levels. We are in need of bilingual tutors, inclusion support aides, and math intervention resources for progress monitoring.

School Culture and Climate

The Leader in Me process has strengthened our ability to reach students that need positive motivation and support. We will continue to build that support through expanding leadership opportunities for all students, nurture distinctive learning needs, offer parent and community engagement activities in more than one language.

Staff Quality, Recruitment and Retention

LaCoste Elementary teachers want more opportunities for professional growth specifically on how to target and serve our populations that are in most in need of our support.

Curriculum, Instruction and Assessment

Lacoste has an abundance of reading resources and online programs for progress monitoring, and our students are excelling. However, we are lacking math, science, social studies, and writing resources. We are in need of online programs that target and progress monitor math skills. We are also in need of programs to supplement curriculum targeted for writing, science, and social studies. We need more ViewSonic Boards in classrooms as well as student devices to access the online curriculum. In order to target all of the needs of our students, we need tutoring and more training for staff on the online portions of our core curriculum.

Family and Community Engagement

Parental Involvement has increased and is positive, however, there needs to be support systems in place to engage them more effectively when they are attending the events. Our goal is to build capacity with parents and families - LaCoste Elementary is committed to fostering our parent/community/ school environment.

School Context and Organization

Our campus is learning and growing through the Leader In Me process along with that there will need to be more leadership opportunities to grow based on student and parent suggestions from the suggestion box. The students will have advanced opportunities to participate in clubs and activities tailored to their needs, specifically the needs discovered through distance learning.

Technology

Use of more student driven devices are always important and are both a strength and a need for LaCoste. Teachers are requesting more instructional guidance on classroom use and training to make our campus technology rich.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

Administrators

Elizabeth Vera	Principal
Ruth Bernard	Vice Principal
Cara Rakowitz	Counselor
Kayla Patton	Secretary

Planning Committee

Member Name	Title
Elizabeth Vera	Leader of Campus Goals
Ruth Bernard	
Mary Lopez	Technology Teacher
Lizbeth Lopez	Prek Representative

Planning Committee (continued)

Member Name	Title
Cynthia Valdez	1st Grade Representative
Kelly Hightower-Brown	2nd Grade Teacher
Lindsay Berchelmann	4th Grade Representative
Kristen Bendele	5th Grade Representative
Lauren Pompa	ALE Representative
Megan Rodgers	Third Grade Teacher Representative
Kristen Groff	KInder Representative Teacher
Kayla Patton	Lead Secretary
Danae Kohleppel	Parent
Sara Payne	Parent
Eva DeLaFuente	LaCoste Community Member
Kristina Mike	Community Memeber
Denise Boehme	LaCoste Meat Market Owner
Carmelo Valdez	C&L Backyard BBQ Owner

Comprehensive Needs Assessment

Demographics

Strengths

1 Virtual Field Trip Opportunities
2 Leader in Me
3 Various Parental involvement Opportunities
4 GT activities for all demographics
5 Authentic student involvement opportunities

Needs

1 We need to increase our attendance in all our demographics for in-class and virtual learning
2 We need increased support for bilingual classroom teachers
3 We need consistent counseling services
4 We need the technology available for all families
7 We need up to date technology that supports student learning and engagement.
8 We need research-based intervention strategies, materials, and resources for both academics and behavior interventions for all our demographics. Specific programs/interventions to target bilingual populations to help bridge the language and learning gaps.

Summary

In summary, we need instructional intervention resources to better support the diverse demographics at LaCoste in all content areas. We need technology that supports virtual learning and services to better support all our student populations.

Data

Attendance Data
Curriculum-Based Assessments
Inidividual Student Profiles
Promotion / Retention data
STAAR / EOC Results
Student Achievement Data
Student Demographics
TAPR

Student Achievement

Strengths

1 Lacoste Student of the week
2 Reading Incentives and rewards
3 Math and Reading Specialists on the campus
4 Special education online resources
5 Weekly Attendance Incentive drawings
6 Daily calling of students who are absent
7 Campus Leaders and Mentors

Needs

1 Math Intervention Resource for Progress Monitoring Online
2 Upper grade and Lower grade tutors (Math & Reading)
3 Cross curricular-Vertical planning/learning
4 Bilingual tutor
5 Spanish Istation or other technology resource
6 STAAR Incentives
7 Inclusion Support Aides
8 Quarterly campus bilingual meetings

Summary

In order to increase student achievement, we are in need of tutors for all grade levels. We are in need of bilingual tutors, inclusion support aides, and math intervention resources for progress monitoring.

Data

Attendance Data
Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Promotion / Retention data
STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics

TAPR

School Culture and Climate

Strengths

1 Leader in Me Program
2 Student Clubs
3 Counseling
4 School safety
5 Attendance Incentives
6 Weekly Student Leaders
7 positive environment to build family partnerships

Needs

1 offer Spanish parent involvement/engagement activities
2 increase parental involvement
3 encourage community involvement
4 nurture distinctive learning needs
5 expand student leadership opportunities to a bigger population

Summary

The Leader in Me process has strengthened our ability to reach students that need positive motivation and support. We will continue to build that support through expanding leadership opportunities for all students, nurture distinctive learning needs, offer parent and community engagement activities in more than one language.

Data

Attendance Data
Discipline Data
Formative Assessments
Promotion / Retention data
STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Staff Quality, Recruitment and Retention

Strengths

1. Reading and Math Specialist on campus
2. Highly Qualified Staff
3. Bilingual Teacher in Each Grade Level
4. G/T Certified Teachers
5. Collaboration between teachers within the grade levels
6. Monthly Teacher Incentives/ Appreciation

Needs

1. Continued PD for All Staff with Appropriate Training for Specific Populations, regardless of experience.
2. Mentors for New Teachers to District - Stipends and Mentors from the same discipline/grade level
3. Planning Time to implement New Curriculm
4. Benefits & Salary
5. Additional Technology Specialist

Summary

LaCoste Elementary teachers want more opportunities for professional growth specifically on how to target and serve our populations that are in most in need of our support.

Data

Attendance Data
STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Curriculum, Instruction and Assessment

Strengths

1. Campus Programs & Data: Accelerated Reader Program/Read Naturally/ I-Station/ Galaxy/Star Enterprise
2. Technology Devices & Training to accommodate more students
3. Vertical Alignment
4. Adding a Dyslexia Specialist
5. Adding a Math Specialist- Able to target more students in need of intervention through small groups

Needs

1. Writing Supplement- to Wonders Curriculum- possibly Gretchen Bernabei Grammar Keepers
2. Tutoring
3. Online programs targeted for Math, Science, and Social Studies for progress monitoring
4. Training for online Social Studies Curriculum
5. more student devices to access online curriculum/ More ViewSonic Boards
6. More training on the main idea- follow up to 19-20 main idea training that was done at Lacoste

Summary

Lacoste has an abundance of reading resources and online programs for progress monitoring, and our students are excelling. However, we are lacking math, science, social studies, and writing resources. We are in need of online programs that target and progress monitor math skills. We are also in need of programs to supplement curriculum targeted for writing, science, and social studies. We need more ViewSonic Boards in classrooms as well as student devices to access the online curriculum. In order to target all of the needs of our students, we need tutoring and more training for staff on the online portions of our core curriculum.

Data

Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Inidividual Student Profiles
Promotion / Retention data
Response to Intervention tracking
STAAR / EOC Results
Student Achievement Data
Student Demographics
TAPR

Family and Community Engagement

Strengths

1. Communication- Facebook, S'mores, weekly newsletters, blackboard
2. PTO Involvement and Support
3. Classroom Awards
4. Parent Involvement opportunities
5. Leader In Me Student Led Conferences
6. Online student enrollment
7. Positive parent contacts (calling with good news, frequent and diverse students leaders recognized and celebrated)

Needs

1. Families feel that the school environment has changed
2. Parent online training
3. Parent involvement at events and family volunteer opportunities are low (local funds, Title I funds)
4. Translators at Family Events Fed Prog Recommends (Translate durning events)
5. Interactive Take-aways to promote Parental Capacity.
6. Build capacity with parents and families by providing them with knowledge & Skills through takeaways to meet the child's educational needs

Summary

Parental Involvement has increased and is positive, however, there needs to be support systems in place to engage them more effectively when they are attending the events. Our goal is to build capacity with parents and families - LaCoste Elementary is committed to fostering our parent/community/ school environment.

Data

Attendance Data
Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Inidividual Student Profiles
Promotion / Retention data
STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

School Context and Organization

Strengths

1 Leader in Me Program
2 School SafetyDrills/Practices
3 WIGS- Tracking Student & Teacher Goals
4 High Expectations for Learners
5 Attendance Incentives

Needs

1 Student Feedback/Sugg. Box
2 Small Number of Clubs (Led by Paras, Teachers not tutoring,Parent Volunteers
3 Tech Training and Devices for Distance Learning
4 Skyward Navigating Training for Parents

Summary

Our campus is learning and growing through the Leader In Me process along with that there will need to be more leadership opportunities to grow based on student and parent suggestions from the suggestion box. The students will have advanced opportunities to participate in clubs and activities tailored to their needs, specifically the needs discovered through distance learning.

Data

Attendance Data
Campus-Based Assessments
Curriculum-Based Assessments
Discipline Data
District-Based Assessments
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Inidividual Student Profiles
Promotion / Retention data
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STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Technology

Strengths

1. Guest Wifi
2. Online Programs for students/ including Data Reports
3. Teacher Devices: chromebooks, laptops
4. Student Devices
5. Google Classroom, Blackboard, Smores

Needs

1. Replacement Plan on Devices
2. Enhanced Student Devices to increase 1:1 student to device ratio.
3. PD- Google/ Skyward, etc. for Teachers & Parents-
   Instructional Websites
4. Headphones - 1:1 in all labs/ classrooms
5. More Interactive Technology

Summary

Use of more student driven devices are always important and are both a strength and a need for LaCoste. Teachers are requesting more instructional guidance on classroom use and training to make our campus technology rich.

Data

Attendance Data
Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
Discipline Data
Formative Assessments
Inidividual Student Profiles
Promotion / Retention data
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Priority Needs

A: Demographics

- A2 We need increased support for bilingual classroom teachers
- A3 We need consistent counseling services
- A4 We need the technology available for all families
- A7 We need up to date technology that supports student learning and engagement.
- A8 We need research-based intervention strategies, materials, and resources for both academics and behavior interventions for all our demographics. Specific programs/interventions to target bilingual populations to help bridge the language and learning gaps.

B: Student Achievement

- B1 Math Intervention Resource for Progress Monitoring Online
- B2 Upper grade and Lower grade tutors (Math & Reading)
- B3 Cross curricular-Vertical planning/learning

C: School Culture and Climate

- C1 offer Spanish parent involvement/engagement activities
- C2 increase parental involvement

D: Staff Quality, Recruitment and Retention

- D1 Continued PD for All Staff with Appropriate Training for Specific Populations, regardless of experience.
- D2 Mentors for New Teachers to District - Stipends and Mentors from the same discipline/grade level
- D3 Planning Time to implement New Curriculm

E: Curriculum, Instruction and Assessment

- E1 Writing Supplement- to Wonders Curriculum- possibly Gretchen Bernabei Grammar Keepers
- E2 Tutoring
- E3 Online programs targeted for Math, Science, and Social Studies for progress monitoring
- E4 Training for online Social Studies Curriculum
- E5 more student devices to access online curriculum/ More ViewSonic Boards

F: Family and Community Engagement

- F1 Families feel that the school environment has changed

F2 Parent online training

F3 Parent involvement at events and family volunteer opportunities are low (local funds, Title I funds)

G: School Context and Organization

G1 Student Feedback/Sugg. Box

G2 Small Number of Clubs (Led by Paras, Teachers not tutoring,Parent Volunteers

G3 Tech Training and Devices for Distance Learning

G4 Skyward Navigating Training for Parents

H: Technology

H2 Enhanced Student Devices to increase 1:1 student to device ratio.

H3 PD- Google/ Skyward, etc. for Teachers & Parents-
Instructional Websites

Goals

Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.

:

Goal #2: LaCoste Elementary will recruit and retain quality staff while offering professional development and leadership opportunities for professional and sustainable growth.

:

Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.

:

Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.

:

Actions

Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.

Objective #1: LaCoste Elementary students, teachers, and staff will be proactive and synergize to achieve academic excellence in all content areas.

1	**Action:** Attendance Incentives by grade level and classroom. We will have various opportunities for students and staff to reach attendance goals by allowing the autonomy of creating incentives weekly, monthly, biweekly, or by the semester or 6 week period. [Critical Success Factors [Critical Success Factors 1, 4, 5, 6]] **Needs:** A2; A4; A7; C1;	**Person(s) Responsible:** All students, teachers and staff.	**Funding/FTEs:** Local Funds; Title I, Part A Funds; State Comp Ed Funds
	Evidence of Implementation: An increase in student attendance each subsequent week of the 2020-2021 school year.	**Ongoing Evaluation Method:** Monitoring of student attendance and incentives. Celebration Points throughout the objective span.	**Final Evaluation Method:** End of Year Attendance Rate Increase to reach or exceed 97%.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Attendance Incentives, Motivational/ Academic Correlations to Overall Success;

2	**Action:** Teachers will assist students in creating academic goals based on growth and achievement for core content areas. Students will track their progress in data binders and meet with teachers and accountability partners to discuss goals and monitoring. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4]] **Needs:** A2; A7; B1; B3; E2; E5;	**Person(s) Responsible:** Students, teachers, staff, Reading Specialist, Math Specialist, District CIA staff, Dyslexia Specialist, GT Specialist, LSSP, Special Ed. Department	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Common assessments, data binders, data meetings	**Ongoing Evaluation Method:** ongoing data tracking in binders	**Final Evaluation Method:** End of Year STAAR 3-5/ EOY testing for K - 2.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** District Adopted Physical Instructional Materials, District adopted digital instructional materials, data binders, goal setting tracking sheets, intervention resources;

3	**Action:** Literacy Milestone #1: Practice distinguishing between Fact & Opinion when given examples in text (x). - Successfully distinguish between Fact & Opinion when given examples at a rate of 6 out of 10 trials (y). By When: (Aug. 27th - Nov. 30th) (Celebration: Week of Dec. 3rd - 7th). * 85% of our Students will meet this goal -Campus Wide (Kinder- 5th). Literacy Milestone #2: Practice distinguishing between Fact & Opinion when given examples in text (x). - Successfully distinguish between Fact & Opinion when given examples at a rate of 8 out of 10 trials (y). By When: (Dec. 10th - May 3rd) (Celebration: Week of May 6th - 10th). * 85% of our Students will meet this goal -Campus Wide (Kinder - 5th). [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** B2; D3; E2;	**Person(s) Responsible:** Principal, Academic Coordinator, students, teachers, staff, CIA department, Reading Specialist, GT Specialist, Dyslexia Specialist, Spec. Ed. Department,	**Funding/FTEs:** Local Funds; Bilingual/ELL; Title I, Part A Funds $134,000.00; 3.00 FTEs; Title IV, Part A Funds $7,900.00; State Comp Ed Funds $83,000.00; 2.80 FTEs
	Evidence of Implementation: The use of data to drive lesson plans from week to week, along with the results from common assessments and the teacher made 10 question evaluation piece.	**Ongoing Evaluation Method:** The 10 question evaluation piece along with teacher observation and weekly small group sessions.	**Final Evaluation Method:** End of year evaluation of learned strategies to identify the fact and opinion.
	Timeline: 7/1/2020 - 7/1/2021 (Every 6 weeks)		**Resources:** ARC, Journeys, Teacher, Write Source, STAAR Ready, Weekly Readers, Countdown to STAAR, Tutoring, Hedgehog;

4	**Action:** Vertical and horizontal teams will be established to continue evaluation and adjustments to curriculum alignment. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6]] **Needs:** B2; C2; D3; E2; [Title I Components CIP]	**Person(s) Responsible:** Academic Coordinator, Principal, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: The improvement of on-going academic data analysis - STAAR, BOY, MOY, STAAR Simulation/ Common Assessments, Classroom Work Samples, progress monitoring data, etc.	**Ongoing Evaluation Method:** The improvement and monitoring and adjusting of on-going academic data analysis - STAAR, BOY, MOY, STAAR Simulation/ Common Assessments, Classroom Work Samples, progress monitoring data, etc.	**Final Evaluation Method:** EOY tests, Staar Improvement, Academic Growth in core areas from August to June.
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		**Resources:** Data - STAAR, BOY, MOY, STAAR Simulation/ Common Assessments, Classroom Work Samples, progress monitoring data, etc.;

5	**Action:** Provide academic support for students who failed the STAAR or other assessments as determined by the campus administration and academic coordinator. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** E5;	**Person(s) Responsible:** Campus Admin, Counselor, Academic Coordinator,	**Funding/FTEs:** Local Funds; Title I, Part A Funds $2,000.00; State Comp Ed Funds $15,000.00; 2.00 FTEs
	Evidence of Implementation: tutoring rosters and lesson plans	**Ongoing Evaluation Method:** weekly monitoring	**Final Evaluation Method:** review of tutoring logs and assessments
	Timeline: 10/1/2020 - 6/1/2021 (On-going)		**Resources:** tutoring rosters;

6	**Action:** Instructional resources, materials and software programs to supplement classroom instruction targeting improvement and success of the at-risk student population. (Amended: Feb 18, 2020) [Critical Success Factors [Critical Success Factors 1]] **Needs:** A8; E3;	**Person(s) Responsible:** Teachers and administrators	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Title III, Part A Funds; Title I, Part A Funds
	Evidence of Implementation: Teachers will do a summative evaluation of the program.	**Ongoing Evaluation Method:** Student formal and informal observation of grasping concepts. Teacher evaluation of program.	**Final Evaluation Method:** Teachers will do summative evaluation of program
	Timeline: 9/1/2020 - 7/1/2021 (Daily)		

Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.

Objective #4: LaCoste Elementary will proactively plan for the allocation of classroom materials and resources in order to accommodate for rapid growth.

1	**Action:** Literacy Closet will be utilized by PK - 5th grade students and teachers to support the different reading styles and levels of students. The books are leveled according to DRA levels, ARC levels, and STAR enterprise. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6]] **Needs:** B2; E2; E3;	**Person(s) Responsible:** Reading Specialist, Academic Coordinator, Reading Teachers, Librarian	**Funding/FTEs:** Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds; Gifted & Talented
	Evidence of Implementation: The checking out of materials from the Literacy Closet by teachers and students. Parents are allowed to utilize our Literacy Closet as well.	**Ongoing Evaluation Method:** Teachers small group logs, ARC leveling (School Pace), and Star Enterprise Growth	**Final Evaluation Method:** Annually - EOY growth records for individual students and classes that utilize the Literacy Closet routinely.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Library Literacy Closet, Books, Audio Books, Leveling system, Target the TEKS, Istation & Tumblebooks;

2	**Action:** State adopted texts for all core academic areas for grades PK - 5 will be maintained and all additional needed resources will be used and evaluated for appropriate levels of rigor with fidelity and consistency. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** E1; E3; E4;	**Person(s) Responsible:** Academic Coordinator, Teachers	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Analysis completed by the Academic Coordinator/ Teachers.	**Ongoing Evaluation Method:** Frequent feedback, student interaction and participation, and evaluation pieces included in the curriculum.	**Final Evaluation Method:** End of Year Evaluation of all Resources
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		**Resources:** Adopted Texts, Core Resources, New Adoption Information for the upcoming year.;

3	**Action:** Continue to provide online access to the TEKS Resource system [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** E1;	**Person(s) Responsible:** Campus Admin and CIA	**Funding/FTEs:** Title I, Part A Funds $3,361.00
	Evidence of Implementation: Lesson plans reviewed; data analysis of program usage evaluated	**Ongoing Evaluation Method:** review of lesson plans; walkthrough	**Final Evaluation Method:** summative evaluation; surveys
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		

5	**Action:** Provide school supplies and other school-related resources to students identified by the counselor, social worker, and the McKinney-Vento liaison. [Critical Success Factors [Critical Success Factors 1, 6]] **Needs:** B3;	**Person(s) Responsible:** counselor, social worker, McKinney-Vento liaison	**Funding/FTEs:** Title I, Part A Funds $500.00; Tx Educ for Children Homeless Youth
	Evidence of Implementation: list of needs and supplied items or services	**Ongoing Evaluation Method:** every 3-6 weeks review of student status and/or needs	**Final Evaluation Method:** reports
	Timeline: 8/1/2020 - 6/1/2021 (As Needed)		**Resources:** list of students with identified needs;

Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.

Objective #6: LaCoste Elementary will maximize small group intervention time by utilizing resources, materials, tutors, and additional staff along with instructional programs to continually monitor and scaffold student learning.

1	**Action:** recruit and hire highly qualified tutors to provide additional support for our struggling learning **Needs:** A8; B2; E2; E3;	**Person(s) Responsible:** Administrators, Teachers, Staff	**Funding/FTEs:** State Comp Ed Funds
	Evidence of Implementation: Progress monitoring reports, benchmarks, assessments, tutoring logs	**Ongoing Evaluation Method:** tutoring logs, progress checks	**Final Evaluation Method:** Individual growth for students on EOY assessments
	Timeline: 7/1/2020 - 7/1/2021 (As Needed)		

Goal #2: LaCoste Elementary will recruit and retain quality staff while offering professional development and leadership opportunities for professional and sustainable growth.

Objective #1: LaCoste Elementary will recruit, retain and promote highly qualified staff.

1	**Action:** A Reading Specialist will be available on campus to monitor the implementation of a Balanced Literacy program, implement the Daily 5, Read Naturally (Live), I-station, and to provide intervention to students as identified through a universal screener/ benchmark assessment. The Reading Specialist also instructs our Dyslexic students with strategies to improve overall academic performance. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4]] **Needs:** A2; A4; A7; B1; B2; B3; C2; E2; F1; [Title I Components Evaluation]	**Person(s) Responsible:** Reading Specialist	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Daily Schedule/ Lesson Plans/ Completed Benchmark Data/ Time on Task with Programs	**Ongoing Evaluation Method:** Star Enterprise - every 3 weeks/ Weekly if Progress Monitoring - Individualized to each student/ Daily Read Naturally Fluency Practice/ Monitoring of Individual Growth and Progress	**Final Evaluation Method:** Star Enterprise - every 3 weeks/ Weekly if Progress Monitoring - Individualized to each student/ Daily Read Naturally Fluency Practice/ Monitoring of Individual Growth and Progress STAAR EOY Data/ and Star Enterprise Growth Measure - August - June.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Read Naturally (Live), I-Station Reading, Project Read, Daily 5, Star Enterprise, Staar Data;

2	**Action:** Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and Parent Involvement Plan/ Calendar are reviewed every year by committee of parents. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** A2; A3; A4; A7; B1; B2; B3; C1; C2; D3; E2; E3; E5; F1; G4; H3; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Committee Created: Kristen Bendele; Nicole Marais; Janet Graff; Kelly Hightower-Brown; Kim Kindred; Kristen Groff; Lindsay Hartnett; Katie Lange; Natalie Benke; Kayla Patton	**Funding/FTEs:**
	Evidence of Implementation: Comprehensive Needs Assessment All documentation is available. All are able to participate in the development on campus. Parents are included in the committee.	**Ongoing Evaluation Method:** Meet in late Spring and set committees to review data from campus usage, then the set committee will take that information and create the plan from the identified needs.	**Final Evaluation Method:** Membership Attendance from the Committee, along with decisions made for the appropriate. school improvement model to be implemented. Surveys from parents/ teachers/ students/ community members. The re-evaluation throughout the year of various needs will be noted throughout grade level weekly minutes/agendas.
	Timeline: 7/1/2020 - 7/1/2021 (Bi-Annually)		**Resources:** Campus Needs Assessment from previous year, Campus Improvement Plan from previous year, Information gathered from grade levels on a weekly basis through grade level meeting data, Campus Usage for technology needs, Campus Usage for material/educational needs.;

3	**Action:** Provide any teacher new to the profession a mentor and mentoring topics. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** D2;	**Person(s) Responsible:** Administration and CIA	**Funding/FTEs:** Title II, Part A Funds $5,000.00
	Evidence of Implementation: Agenda, sign-in sheet	**Ongoing Evaluation Method:** Journal entries, technical support, class observations monthly	**Final Evaluation Method:** survey and online data
	Timeline: 10/1/2020 - 5/1/2021 (Monthly)		**Resources:** list of topics covered; expectations for both mentee and mentor; job description;

Goal #2: LaCoste Elementary will recruit and retain quality staff while offering professional development and leadership opportunities for professional and sustainable growth.

Objective #3: LaCoste Elementary and district staff will provide relevant, timely, and rigorous staff professional development opportunities to increase professional growth and foster collaborative learning opportunities.

1	**Action:** LaCoste Elementary teachers are Trainers of trainers for the Leader in Me Process that work to maintain the positive morale of all staff, collaborate across grade levels to teach and attend professional development opportunities, and meet weekly to build academic capacity throughout their grade level teams. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** B2; B3; D3;	**Person(s) Responsible:** Principal, Academic Coordinator, Teachers, Staff, District Admin, Reading Specialist, Counselor, Librarian, Leader in Me Facilitator (Webb), Lighthouse Team, Jr. Lighthouse Team	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds; Gifted & Talented
	Evidence of Implementation: Documentation of Meetings/ Certificates of Attendance Reflective practices - student work samples.	**Ongoing Evaluation Method:** Evaluations will occur weekly/ monthly, depending on the professional development topic. Vertical Meetings are bi-weekly, and team meetings are also bi-weekly. The teachers are able to use their data to drive future instruction.	**Final Evaluation Method:** Increased professional development completion/ sharing of strategies and student work samples.
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		**Resources:** All necessary materials for staff development, along with staff development opportunities/ materials off campus.;

2	**Action:** Staff development will be planned, implemented and monitored to develop the core competencies. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** D3; E1; E3; F1; G2; H3;	**Person(s) Responsible:** Principal, Academic Coordinator, Counselor, Teachers teach Teachers	**Funding/FTEs:** Local Funds; Bilingual/ELL; Special Ed Funds
	Evidence of Implementation: Bi-Weekly Meetings, both team and Vertical	**Ongoing Evaluation Method:** Bi-Weekly & Semester reflections and re-teaching of professional development topics/ materials usage.	**Final Evaluation Method:** End of Year evaluation (CNA) of on-going professional development topics and needs as identified by campus teachers, administration, staff, and community members.
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		**Resources:** ARC, ABYDOS, Trail of Breadcrumbs, Vertical Alignment Team Lessons, AWARE, Star Enterprise, Read Naturally, Istation Reading, Fundamental 5, Success Ed, Spark;

Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.

Objective #1: Student Progress will be measured and monitored through data driven decision making and interventions.

1	**Action:** LaCoste Elementary will provide Career Readiness activities through the campus Counselor's classes with the students, using an online career awareness program , and the Leader in Me program to promote academic excellence and future goals. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** A2; A3; A4; A7; B3; C1; F1; F2; F3; G1; G2; H2;	**Person(s) Responsible:** Academic Coordinator, Technology Teacher, Counselor, Principal	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: The programs are implemented within the school day and structured around existing learning opportunities. Their evidence should be found within those activities.	**Ongoing Evaluation Method:** Evaluations will be completed through the completion of the online career awareness program, and Leader in Me activities planned throughout the year and reflected upon each semester.	**Final Evaluation Method:** The end of year evaluation of each program and student growth through those programs.
	Timeline: 7/1/2020 - 7/1/2021 (Every 3 weeks)		**Resources:** CC Spark, Leader in Me, Counseling Supplies;

2	**Action:** Significant targeted strategies and training will be implemented to ensure academic improvement among all subgroups as measured by AYP. Emphasis will be placed upon student performance in Math/ Reading/ Writing, Science, and Social Studies for all subgroups. [Critical Success Factors [Critical Success Factors 1, 2, 3, 5, 6, 7]] **Needs:** A2; A4; A7; B1; B2; B3; D1; D3; E4; E5; G3; G4; H2;	**Person(s) Responsible:** Principal, Academic Coordinator, Classroom Teachers, Reading Specialist	**Funding/FTEs:** Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Lesson Plans, observations, Administrative Walkthroughs	**Ongoing Evaluation Method:** Overall student progress, monitored daily by teachers, weekly by admin, monthly by Vertical Team groups.	**Final Evaluation Method:** End of Year/ Semester Benchmarks/ Tests.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** enVision Intervention, Target the TEKS, Fast Focus, STAAR Ready, Marcy Cook, Fluency Vocabulary Development (Flocabulary), Reading Specialist Pull-Outs, Social Studies Weekly, Stemscopes, Field Experiences, Science Fieldtrips on Wheels, ARC, Istation, Read Naturally (Live);

Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.

Objective #2: LaCoste Elementary will provide academic opportunities to enhance student achievement and growth

1	**Action:** LaCoste Elementary teachers will implement the year at a glance and the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** B2; E1; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Academic Coordinator, Principal, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Lesson plans, Vertical Teaming Planning & Meeting	**Ongoing Evaluation Method:** MOY, STAAR Simulation, EOY	**Final Evaluation Method:** Student growth in Eduphoria & Staar data.
	Timeline: 8/1/2020 - 7/1/2021 (Daily)		**Resources:** CNA, Benchmark Data, Screening Tools;

2	**Action:** State adopted text for all core academic areas for grades PK - 5 will be implemented with fidelity and consistency and will be evaluated using data driven analysis. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** D3; E4; E5; G4; H3; [Title I Components CNA, CIP]	**Person(s) Responsible:** Academic Coordinator, Assistant Superintendent, Principal, Teachers, PK Assistant.	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Lesson plans, Interactive lessons, Walkthroughs, student performance and growth	**Ongoing Evaluation Method:** Report Cards, Evaluation of Benchmark Results (BOY, MOY, EOY, Common Assessments/ SImulations)	**Final Evaluation Method:** End of year Report Cards & STAAR Data/ EOY adopted tests.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

3	**Action:** Students in PK - 2 will attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities. [Critical Success Factors [Critical Success Factors 1, 2, 3]] **Needs:** B2; B3; E2; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Academic Coordinator, Classroom Teachers, Technology Teacher	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Student Data generated from I-Station and Read Naturally Reports across the grade levels.	**Ongoing Evaluation Method:** Data Reports from each program will be used for frequent, ongoing evaluations. They will occur each three week period and again at semester.	**Final Evaluation Method:** End of year data review and progress measures used to show yearly gains and levels of academic performance.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Scheduled allotment of computer lab time for each class. Computers that are up to date and able to accommodate the software. Progress Monitoring and use of data, Fieldtrips, Science Camps, Teacher/ Student Technology Devices;

4	**Action:** Pk - 2nd grade will participate in a 90-120 minute reading block utilizing shared reading, Daily 5, reading logs, ARC to address the needs of our Bilingual students and RTI initiatives, Read Naturally (Live) and comprehension and vocabulary development. [Critical Success Factors [Critical Success Factors 1, 2, 3]] **Needs:** A2; A4; B2; D3; E2; F1; H2;	**Person(s) Responsible:** Classroom Teachers, Technology Teacher, Administration	**Funding/FTEs:** Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: School Pace Data, Progress Monitoring	**Ongoing Evaluation Method:** School Pace Data, Progress Monitoring, Monthly	**Final Evaluation Method:** School Pace Data, Progress Monitoring Semester & End of Year
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Reading Materials for Read Naturally, ARC, Comprehension materials from Journeys adoption, and Daily 5 core work, Star Enterprise;

Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.

Objective #1: LaCoste Elementary will promote a safe and drug free environment that incorporates the fundamentals of the Leader in Me process.

1	**Action:** LaCoste Elementary will utilize and promote the Leader in Me process to build character and promote citizenship as well as emphasize the use of the habits both inside and outside of the school. Parents will play a major role in the sustainability of the use of the habits to promote overall safe and effective learning environments for our students. [Critical Success Factors [Critical Success Factors 1, 2, 3, 5, 6, 7]] **Needs:** A2; A3; B3; C1; C2; F3; G1; G2; H3;	**Person(s) Responsible:** All Administrators and Staff at LaCoste Elementary, along with parents and guardians, and Medina County Resource Officers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds; PTA Funds
	Evidence of Implementation: The use of the habits throughout the campus by staff, students, and administration should be able to be heard and seen on a daily basis. Watch Dog Dads will begin the second week of September and remain for the year.	**Ongoing Evaluation Method:** The use of the Leader in Me Binders, the Leader tabs, should show the character building traits and activities that the students are completing. The overall safety features on campus that include, but are not limited to the Watch Dog Dads, the Safety Patrol, and the heightened security around the district should be used as the evaluation tool each 6 weeks grading period.	**Final Evaluation Method:** Annually, the campus will evaluate the students progress with the habits through the evaluations done by the Leader in Me Corporation. Students, teachers, and staff are evaluated throughout the Fall semester to determine if the campus is building that leadership capacity and safe school environment. Our Safety Audits done by the district will also be an effective evaluation tool for our campus safety concerns/ celebrations.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Watch Dogs, Fire Safety @ Campus (Local Fire Station), Fire/ Tornado/ Lockdown Drills Campus Evacuation Drill Leader in Me Character Awards Caught Being Leader Awards Accountability Partners;

2	**Action:** Support classroom management and adhere to the Student Code of Conduct, the LaCoste Elementary Discipline Management Plan, and all district policies and procedures. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** C2; F1;	**Person(s) Responsible:** Principal, Academic, Classroom Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Management Handled in the Classroom on a daily, consistent basis.	**Ongoing Evaluation Method:** Weekly monitoring of re-occurring management difficulties/ successes by campus administration.	**Final Evaluation Method:** End of Year Campus CNA - Based on accumulated data on Referrals/ LIM data throughout the academic school year.
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		**Resources:** District Code of Conduct, Classroom Management Plans & Routines Submitted;

3	**Action:** Students with social emotional needs and as referred by the school counselor will be assigned to a social worker. [Critical Success Factors [Critical Success Factors 1, 4, 6]] **Needs:** A3;	**Person(s) Responsible:** Campus Administration and CIA	**Funding/FTEs:** State Comp Ed Funds 0.33 FTEs
	Evidence of Implementation: Referrals and sign in sheets	**Ongoing Evaluation Method:** Counseling logs available	**Final Evaluation Method:** surveys from both social worker and student
	Timeline: 8/1/2020 - 6/1/2021 (On-going)		

4	**Action:** Quarterly the School Health Advisory Committee meets to discuss health-related topics to refine any district/campus goals. At least one campus representative will attend to take and/or bring any pertinent information back to the campus [Critical Success Factors [Critical Success Factors 4, 6, 7]] **Needs:** D3;	**Person(s) Responsible:** Campus Administration	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheets/certificates of attendance	**Ongoing Evaluation Method:** Quarterly review of reports	**Final Evaluation Method:** Survey
	Timeline: 10/1/2020 - 6/1/2021 (Every 9 weeks)		**Resources:** Agendas;

Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.

Objective #2: LaCoste Elementary will follow and adhere to all saftey protocols

1	**Action:** LaCoste Elementary will promote effective communication between our school, parents, community, and stakeholders through required parental involvement activities and components for Title 1. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** A2; A3; C1; F1; F3; G2; H3; [Title I Components Evaluation]	**Person(s) Responsible:** Administration, Staff, Parent/Family Engagement Coordinator, and Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds $10,500.00; 0.25 FTEs
	Evidence of Implementation: Sign-In Rosters from Events Increased participation in Leader in Me Response Forms. Greater Participation from the Community in School Wide Events/ Initiatives	**Ongoing Evaluation Method:** Sign-In Rosters from Events Increased participation in Leader in Me Response Forms. Greater Participation from the Community in School Wide Events/ Initiatives Evaluation: Each 6 Weeks Grading Period	**Final Evaluation Method:** End of year reflection forms to be completed by parents, teachers, and community members.
	Timeline: 7/1/2020 - 7/1/2021 (Weekly)		**Resources:** Leader in Me Process/ Parental Involvement Planning and implementation of activities with needed supplies. Reading & Math Night Snacks, refreshments and materials provided through local and title 1 to build capacity with parents.;

2	**Action:** Implement Parental Involvement Plan for the 2018-2019 School Year, including student led conferences, Classroom Award Ceremonies, and the enhancement of Community Partnerships. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** A2; F2; F3; H3; [Title I Components CIP, Evaluation]	**Person(s) Responsible:** Principal, Academic Coordinator, Counselor, Teachers, Students, Community Members, Student Council Leaders and Members, Lighthouse Team and Jr. Lighthouse Team.	**Funding/FTEs:** Local Funds; Title I, Part A Funds $1,642.00
	Evidence of Implementation: Parental Involvement Sign in and participation documents, Increased Involvement in all campus initiatives and activities as seen through fundraisers, in-class support, and campus visibility.	**Ongoing Evaluation Method:** Increased Initiatives that provide on-going feedback for our campus community and increased participation in campus wide events. They will occur on a monthly basis to adjust and monitor for future campus initiatives.	**Final Evaluation Method:** End of Year CNA/ Creation of Event Calendar for 2019-2020 (Determination of continued events/ discontinued events)
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** Partnerships, Flyers, Lighthouse & Jr. Lighthouse Committee Decisions/ Promotions, Student Council Initiative Materials and Fundraiser Needs.;

Funding

Bilingual/ELL		
Gifted & Talented		
Local Funds		
PTA Funds		
State Comp Ed Funds	$98,000.00	5.13 FTEs
Special Ed Funds		
Title I, Part A Funds	$152,003.00	3.25 FTEs
Title II, Part A Funds	$5,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	$7,900.00	
Tx Educ for Children Homeless Youth		

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 2, Objective #1 , Strategy # 2: Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and
Parent Involvement Plan/ Calendar are reviewed every year by committee of parents.

Goal # 3, Objective #2 , Strategy # 1: LaCoste Elementary teachers will implement the year at a glance and the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results.

Goal # 3, Objective #2 , Strategy # 2: State adopted text for all core academic areas for grades PK - 5 will be implemented with fidelity and consistency and will be evaluated using data driven analysis.

Goal # 3, Objective #2 , Strategy # 3: Students in PK - 2 will attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #1 , Strategy # 4: Vertical and horizontal teams will be established to continue evaluation and adjustments to curriculum alignment.

Goal # 2, Objective #1 , Strategy # 2: Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and
Parent Involvement Plan/ Calendar are reviewed every year by committee of parents.

Goal # 3, Objective #2 , Strategy # 1: LaCoste Elementary teachers will implement the year at a glance and the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results.

Goal # 3, Objective #2 , Strategy # 2: State adopted text for all core academic areas for grades PK - 5 will be implemented with fidelity and consistency and will be evaluated using data driven analysis.

Goal # 3, Objective #2 , Strategy # 3: Students in PK - 2 will attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities.

Goal # 4, Objective #2 , Strategy # 2: Implement Parental Involvement Plan for the 2018-2019 School Year, including student led conferences, Classroom Award Ceremonies, and the enhancement of Community Partnerships.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 2, Objective # 1, Strategy # 1: A Reading Specialist will be available on campus to monitor the implementation of a Balanced Literacy program, implement the Daily 5, Read Naturally (Live), I-station, and to provide intervention to students as identified through a universal screener/ benchmark assessment. The Reading Specialist also instructs our Dyslexic students with strategies to improve overall academic performance.

Goal # 2, Objective # 1, Strategy # 2: Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and
Parent Involvement Plan/ Calendar are reviewed every year by committee of parents.

Goal # 3, Objective # 2, Strategy # 1: LaCoste Elementary teachers will implement the year at a glance and the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results.

Goal # 3, Objective # 2, Strategy # 3: Students in PK - 2 will attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities.

Goal # 4, Objective # 2, Strategy # 1: LaCoste Elementary will promote effective communication between our school, parents, community, and stakeholders through required parental involvement activities and components for Title 1.

Goal # 4, Objective # 2, Strategy # 2: Implement Parental Involvement Plan for the 2018-2019 School Year, including student led conferences, Classroom Award Ceremonies, and the enhancement of Community Partnerships.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD



Campus Improvement Plan

Luckey Ranch Elementary School

2020-2021

12045 Luckey River

San Antonio, TX 78252

State ID: 163908106

Mission

In partnership with our community, Luckey Ranch E.S. will empower our students to be accountable for learning through a nurturing and inclusive environment. All students will excel and be able to lead, learn, and love.

Vision

At Luckey Ranch Elementary, we envision a school of well-rounded, productive citizens. Our students, staff, and community will encourage lifelong leaders and learners through a positive culture that embraces the skills of the 21st century.

Description

Luckey Ranch Elementary School opened its doors in 2018 and serves 800 students in grades PreK through 5th . The student population is 9.8% African American, 66% Hispanic, 19.1% White, 1% American Indian, 1.6% Asian, 2.2% Two Or more Races, 48% Male, 53% Female. Luckey Ranch Elementary School serves 13.6% Special Education students, 53.08% Economically Disadvantaged students, 65% At-Risk students. The average attendance rate for students is 96%.

Luckey Ranch Elementary School

Luckey Ranch E.S. opened its doors for students in the 2018-19 school year. The school is the fourth elementary in the Medina Valley ISD and has experienced rapid g

Title I Campus

Luckey Ranch Elementary is a Title I Campus.

Demographics

LRE will continue to collaborate and refine the RtI process to provide quality tiered instruction to meet the needs of all students.

Student Achievement

Overall student performance on the STAAR assessment if above state averages. An effort to reach every student will continue through targeted intervention.

School Culture and Climate

LRE will continue to develop our culture and identity through consistent integration of the LIM process. We will work to find meaningful ways to help students and parent find their voice.

Staff Quality, Recruitment and Retention

Teachers will be provided a mentor in the same grade level or content area to support teacher retention and staff quality.

Curriculum, Instruction and Assessment

Luckey Ranch E.S. data indicate consistent and successful Tier I instruction in all classrooms; however, continued growth in Tier II-III instruction will need to be supported.

Family and Community Engagement

LRE will continue to identify multiple ways for the community to participate, engage, and build relationships; all while supporting our student growth.

School Context and Organization

Teachers will provide consistent communication to new staff, students, and family regarding the policies and procedures established at Luckey Ranch Elementary. Undeviating follow through and communication will continue throughout the year to support teachers, students, and families.

Technology

LRE will use teacher modeling and tiered/leveled professional training to support the growing population of our school.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, small group instruction, opportunities for instruction with math and reading specialists, and before/after school tutoring.

Administrators

Georgia Neuman	Principal
Shelly Guinn	Vice Principal
Rebecca Holler	Vice Principal

Planning Committee

Member Name	Title

Planning Committee (continued)

Member Name	Title
Kristin Holland	Math Interventionist
Lisa Martinez	Grade-Level Chair 2nd
Kathy Hernandez	Grade-Level Chair Kindergarten
Deanna Cruz	Grade-Level Chair 4th
Pamela Guerra	Grade-Level Chair 5th
Julie Oppelt	Grade-Level Chair 3rd
Janet Crawford	Grade-Level Representative SpEd/Specials
Elvie Guevara	School Counselor
Deanna Acree	SpEd Chair
Chasity Calvert	
Sandi Rosas	
Jerry Guinn	
Erlinda Rodriguez	Community Member
Aaron Holler	Art oF Holler Music
Amber Tschirhart Carroll	Texas Cheer and Tumbling

Comprehensive Needs Assessment

Demographics

Strengths

1 LRE is comprised of Highly Qualified Teachers who collaboratively support a diverse population through tiered instruction.

Needs

1 LRE needs to continue to refine the RtI process through consistent and collaborative implementation and documentation.
2 LRE needs to serve students through increased inclusion support, providing school supplies to homeless students,snacks to PK/Head Start students, and additional supplies for the math and reading specialists.
3 LRE needs to continue with early dyslexia screening, use of dyslexia curriculum, and implement the standard Dyslexia Protocol.

Summary

LRE will continue to collaborate and refine the RtI process to provide quality tiered instruction to meet the needs of all students.

Data

Attendance Data
Student Demographics
Inidividual Student Profiles
Skyward Data Mining
Response to Intervention tracking
TAPR
Formative Assessments

Student Achievement

Strengths

1 Luckey Ranch E.S. anticipates enrollment of 900 students.
2 Luckey Ranch E.S. early-childhood academic data indicates that students are on-grade level an average 83%.
3 Luckey Ranch E.S. data indicates that STAAR scores are above the state average for fourth and fifth-grade reading, math, and science.

Needs

1 LRE needs to support students in writing as indicated by data from 4th grade STAAR 2019.
2 LRE needs to support students in Kindergarten-second grade, and 4th grade to increase reading levels consistent with 80% on grade-level performance.
3 LRE needs to support students in 2nd-5th grade in understanding and applying LRE identified math strategies.
4 LRE needs to support At-risk students with access to an At-risk school counselor to increase student achievement and support school/home connection.

Summary

Overall student performance on the STAAR assessment if above state averages. An effort to reach every student will continue through targeted intervention.

Data

Attendance Data
Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Student Achievement Data
Student Demographics
TAPR

School Culture and Climate

Strengths

1 LRE embraces the rich culture of MVISD while developing a strong campus culture with a unique identity.

Needs

1 LRE staff will need continued support to integrate Leader in Me with consistency and fidelity to give students and parents a voice on our campus.

Summary

LRE will continue to develop our culture and identity through consistent integration of the LIM process. We will work to find meaningful ways to help students and parent find their voice.

Data

Student Achievement Data

Student Demographics

Climate Survey

Classroom Walkthrough Data

Staff Quality, Recruitment and Retention

Strengths

1 LRE is staffed with new and seasoned teachers to provide quality education to all students.
Experienced campus staff to provide mentoring at district and campus level for each teacher new to LRE.
2 LRE to provide opportunities for staff to complete their ESL certification.

Needs

1 LRE will need to conduct thorough reference checks and in-depth interviews with a committee consisting of teachers from various grade levels.
2 LRE needs to continue to provide staff opportunities to attend ESL training, until teachers are 100% ESL certified. Staff certification will assist in supporting the needs of all students.
3 LRE needs to provide mentors for new teachers to the profession in an effort to support and retain new recruits.

Summary

Teachers will be provided a mentor in the same grade level or content area to support teacher retention and staff quality.

Data

Staff Demographics
TAPR
OnData Suite
Climate Survey

Curriculum, Instruction and Assessment

Strengths

1 Luckey Ranch E.S. provides the TEKS Resource System to support curriculum planning, instruction, and student assessment.

2 Luckey Ranch E.S. provides class math manipulatives and classroom/campus technology for student and teacher use to support academic achievement.

Needs

1 Luckey Ranch E.S. needs to provide additional training to all staff on the use of the TEKS Resource System.

2 Luckey Ranch E.S. needs to provide teacher strategies in the instruction of the campus-wide problem-solving strategies to support and increase student achievement.

3 Luckey Ranch E.S. needs to support the Professional Learning Community (PLC) model to increase teacher effectiveness and student achievement.

4 Luckey Ranch E.S. needs to invest in additional supplemental resources for at-risk math and reading instruction including technology for remote learning.

Summary

Luckey Ranch E.S. data indicate consistent and successful Tier I instruction in all classrooms; however, continued growth in Tier II-III instruction will need to be supported.

Data

Campus-Based Assessments

Classroom Walkthrough Data

Curriculum-Based Assessments

District-Based Assessments

STAAR / EOC Results

Student Achievement Data

Student Demographics

TAPR

Family and Community Engagement

Strengths

1 In our third year, LRE will continue to grow in the ability to build relationships and trust within the school community.
2 In our third year, LRE will continue to grow volunteer opportunities within the school community
3 Our student attendance was high and is an example of the parent support of education.

Needs

1 LRE will need to identify multiple ways for the community to participate in engaging with the school to build relationships and support student growth.
2 LRE will need to build relationships and communicate volunteer opportunities with new families.
3 LRE will need to continue to reach out to working parents who may not be able to physically attend events by providing live streaming/recordings of them.

Summary

LRE will continue to identify multiple ways for the community to participate, engage, and build relationships; all while supporting our student growth.

Data

Attendance Data
Student Demographics
Climate Survey

School Context and Organization

Strengths

1. Campus has established and implemented policies and procedures for arrival, dismissal, lock down, fire drill, hallway behavior, and lunch expectations.
2. LRE has established a uniform way of communicating with staff, parents, and the community through the use of Blackboard.

Needs

1. Teachers and staff need to implement a uniform and consistent policy, procedures, and expectations for the safety of all.
2. Due to LRE's high mobility rate, LRE needs to create a welcome packet for students and parents addressing communication, procedures, upcoming events, etc.

Summary

Teachers will provide consistent communication to new staff, students, and family regarding the policies and procedures established at Luckey Ranch Elementary. Undeviating follow through and communication will continue throughout the year to support teachers, students, and families.

Data

Skyward Data Mining

Climate Survey

Technology

Strengths

1. LRE is identified by the school district as a leader in technology.
2. Using a rotation schedule of implementing two computer labs, LRE provides access to technology for all students.
3. Each classroom teacher has access to a View Sonic and laptop and a minimum of 4 students devices.
4. 75% of our LRE parents get their information from our district website and 95% have technology access at home.
5. Family nights(STEM and Literacy) include activities integrated with technology.

Needs

1. LRE will provide tiered/leveled training to new and existing staff on the technology purchased and integrate within lesson plans for students.
2. LRE will continue to be a leader in technology during our fast-paced growth in student population.
3. LRE will continue to identify new and existing staff from beginning to intermediate learners/facilitators to demonstrate proficiency to become technology coaches

Summary

LRE will use teacher modeling and tiered/leveled professional training to support the growing population of our school.

Data

Student Demographics

PEIMS Data Submission Report

Climate Survey

Priority Needs

A: Demographics

- A1 LRE needs to continue to refine the RtI process through consistent and collaborative implementation and documentation.
- A2 LRE needs to serve students through increased inclusion support, providing school supplies to homeless students,snacks to PK/Head Start students, and additional supplies for the math and reading specialists.
- A3 LRE needs to continue with early dyslexia screening, use of dyslexia curriculum, and implement the standard Dyslexia Protocol.

B: Student Achievement

- B1 LRE needs to support students in writing as indicated by data from 4th grade STAAR 2019.
- B2 LRE needs to support students in Kindergarten-second grade, and 4th grade to increase reading levels consistent with 80% on grade-level performance.
- B3 LRE needs to support students in 2nd-5th grade in understanding and applying LRE identified math strategies.
- B4 LRE needs to support At-risk students with access to an At-risk school counselor to increase student achievement and support school/home connection.

C: School Culture and Climate

- C1 LRE staff will need continued support to integrate Leader in Me with consistency and fidelity to give students and parents a voice on our campus.

D: Staff Quality, Recruitment and Retention

- D1 LRE will need to conduct thorough reference checks and in-depth interviews with a committee consisting of teachers from various grade levels.

E: Curriculum, Instruction and Assessment

- E1 Luckey Ranch E.S. needs to provide additional training to all staff on the use of the TEKS Resource System.
- E2 Luckey Ranch E.S. needs to provide teacher strategies in the instruction of the campus-wide problem-solving strategies to support and increase student achievement.
- E3 Luckey Ranch E.S. needs to support the Professional Learning Community (PLC) model to increase teacher effectiveness and student achievement.
- E4 Luckey Ranch E.S. needs to invest in additional supplemental resources for at-risk math and reading instruction including technology for remote learning.

F: Family and Community Engagement

- F1 LRE will need to identify multiple ways for the community to participate in engaging with the school to build relationships and support student growth.

H: Technology

H1 LRE will provide tiered/leveled training to new and existing staff on the technology purchased and integrate within lesson plans for students.

Goals

Goal #1: Recruit, support, and retain teachers who support a diverse population through tiered instruction.

:

Goal #2: Build a foundation of reading and math.

:

Goal #3: Prepare our students to become college and career ready.

:

Goal #4: Staff will consistently integrate the Leader in Me habits to give students and parents voice at Luckey Ranch Elementary.

:

Actions

Goal #1: Recruit, support, and retain teachers who support a diverse population through tiered instruction.

Objective #1: Hire qualified/specialized staff for growing population of Luckey Ranch Elementary.

1	**Action:** We will actively recruit, hire, and retain qualified teachers to meet the growth of Luckey Ranch Elementary School. [Critical Success Factors [Critical Success Factors 1, 6]] **Needs:** D1;	**Person(s) Responsible:** Campus Principal	**Funding/FTEs:** Local Funds $200.00
	Evidence of Implementation: Staff Roster	**Ongoing Evaluation Method:** Staff Roster	**Final Evaluation Method:** Staff Roster
	Timeline: 7/1/2020 - 6/30/2021 (On-going)		**Resources:** Human Resource applications and job fairs.;

2	**Action:** Provide teachers with academic support with math specialist, reading specialist, family/engagement coordinator, and pre-k aides. **Needs:** E2; E3; H1;	**Person(s) Responsible:** Campus Admin	**Funding/FTEs:** Title I, Part A Funds $132,532.50; 3.25 FTEs; Title IV, Part A Funds $7,900.00; State Comp Ed Funds $275,000.00; 6.00 FTEs
	Evidence of Implementation: job description	**Ongoing Evaluation Method:** TTESS and other local evaluation instruments as appropriate	**Final Evaluation Method:** Evaluation Instruments
	Timeline: 7/1/2020 - 7/1/2021 (Annually)		

Goal #1: Recruit, support, and retain teachers who support a diverse population through tiered instruction.

Objective #2: Support teachers with effectively implementing the RtI process to better support our diverse population.

1	**Action:** Provide professional development for Leader in Me. [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6, 7]] **Needs:** B3; C3; [Title I Components Evaluation]	**Person(s) Responsible:** Principal	**Funding/FTEs:** Local Funds $17,000.00; Title I, Part A Funds $5,000.00; Education Foundation Funds $10,000.00
	Evidence of Implementation: evidence is based upon the effects of LIM staff development	**Ongoing Evaluation Method:** surveys	**Final Evaluation Method:** survey
	Timeline: 7/1/2020 - 6/30/2021 (Monthly)		**Resources:** Leader in Me website and FranklinCovey, Inc.;

2	**Action:** Provide staff development for teacher support of technology at Luckey Ranch Elementary. [Critical Success Factors [Critical Success Factors 4, 6, 7]] **Needs:** H1;	**Person(s) Responsible:** Assistant Principal, Campus Technology Instructor	**Funding/FTEs:** Local Funds $2,000.00
	Evidence of Implementation: staff development and evidence is the effects of technology usage within the school	**Ongoing Evaluation Method:** survey	**Final Evaluation Method:** survey
	Timeline: 7/1/2020 - 6/30/2021 (Every 6 weeks)		**Resources:** District technology support;

3	**Action:** Provide professional development to all teaching staff to include ESL and Bilingual in regards to campus curriculum, i.e. New ELAR TEKS. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]] **Needs:** D1; E1;	**Person(s) Responsible:** Principal, Reading Specialist, GT Specialist, and Math Specialist	**Funding/FTEs:** Local Funds $12,000.00; Title II, Part A Funds $2,000.00; Title I, Part A Funds $5,414.00
	Evidence of Implementation: evidence is ESL certifications, implementation of new ELAR TEKS within the classroom and lesson plans	**Ongoing Evaluation Method:** Lesson Plans and walkthroughs	**Final Evaluation Method:** Lesson plans and walkthrough documentation
	Timeline: 7/1/2020 - 6/30/2021 (Every 6 weeks)		**Resources:** District Curriculum, Instruction and Assessment Staff, TEKS Resource;

4	**Action:** Provide teachers, new to the profession, a mentor in order to support the natural transitions and professional expectations of a classroom teacher. [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6, 7]] **Needs:** D1; E1;	**Person(s) Responsible:** Principal	**Funding/FTEs:** Title II, Part A Funds $5,000.00
	Evidence of Implementation: Agenda, ppt., and participation	**Ongoing Evaluation Method:** classroom observations to support growth.	**Final Evaluation Method:** feedback from Mentor/Mentee program.
	Timeline: 10/1/2020 - 5/1/2021 (Monthly)		**Resources:** substitutes;

Goal #2: Build a foundation of reading and math.

Objective #1: Strengthen student knowledge and problem-solving skills through campus-wide initiatives.

1	**Action:** Students will use campus-wide reading and math strategies to increase student problem-solving skills. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** B5; [Title I Components CNA, CIP]	**Person(s) Responsible:** Campus Admin	**Funding/FTEs:** Local Funds; Title I, Part A Funds $2,999.00
	Evidence of Implementation: Student interactive notebooks, lesson plans.	**Ongoing Evaluation Method:** Monthly monitoring	**Final Evaluation Method:** summative conferences
	Timeline: 9/1/2020 - 6/1/2021 (On-going)		**Resources:** Time for PLC, planning, etc;

2	**Action:** Beginning in kindergarten, students will participate in vertically aligned, cross-curricular writing activities throughout the year. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** B3; E3; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Writing Chairpersons	**Funding/FTEs:**
	Evidence of Implementation: Monthly writing samples and increased performance on CBA and STAAR.	**Ongoing Evaluation Method:** Monthly scoring of writing samples using student-friendly STAAR rubric.	**Final Evaluation Method:** End-of-year writing portfolio and student leadership notebooks.
	Timeline: 9/1/2020 - 6/1/2021 (Monthly)		**Resources:** vertically aligned writing plan for Luckey Ranch E.S., additional resources for K-2, and TCMPC;

3	**Action:** Provide training and access to an online TEKS resource to assist with scope and sequence, timelines, lessons, and other instructional supports. [Critical Success Factors [Critical Success Factors 1, 4, 7]] **Needs:** E1; E4;	**Person(s) Responsible:** Campus Admin	**Funding/FTEs:** Title I, Part A Funds $2,999.00
	Evidence of Implementation: Usage reports, developed lesson plans	**Ongoing Evaluation Method:** weekly monitoring by campus admin.	**Final Evaluation Method:** Summative Conferences.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		

Goal #2: Build a foundation of reading and math.

Objective #2: Student achievement in math and reading will be increased through multiple levels of academic support.

1	**Action:** Students will be able to participate in a variety of enrichment activities to increase student achievement. [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6]] **Needs:** E1; E2; E3;	**Person(s) Responsible:** Campus Admin/Club Sponsors	**Funding/FTEs:** Local Funds $2,000.00
	Evidence of Implementation: sign-in sheet	**Ongoing Evaluation Method:** Sponsor/admin conferences	**Final Evaluation Method:** Student & parent feedback forms.
	Timeline: 9/1/2020 - 5/1/2021 (Monthly)		**Resources:** Club by-laws, supplies for student activities.;
2	**Action:** Students will participate in a variety of intervention activities to close gaps and increase student achievement. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** B3; E1; E2; H1; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Interventionists and employee tutors	**Funding/FTEs:** Local Funds $10,000.00; Title I, Part A Funds $5,244.00; State Comp Ed Funds $46,000.00
	Evidence of Implementation: Success Ed RTI records, Tutoring logs	**Ongoing Evaluation Method:** RTI student performance checkpoints	**Final Evaluation Method:** CBA and STAAR
	Timeline: 9/1/2020 - 5/30/2021 (Weekly)		**Resources:** Intervention resources, schedules, support team.;
3	**Action:** Students will participate in counseling programs to support social-emotional growth and increase student achievement. [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6]] **Needs:** F1; [Title I Components CNA, CIP]	**Person(s) Responsible:** The school counselor and social worker	**Funding/FTEs:**
	Evidence of Implementation: Skyward check-in logs, Success Ed logs,	**Ongoing Evaluation Method:** School counselor calendar	**Final Evaluation Method:** Teacher and parent feedback.
	Timeline: 9/1/2020 - 5/30/2021 (Monthly)		**Resources:** Schedules, resources, support team.;

4	**Action:** All students in 2nd grade-5th grade will participate in targeted enrichment/intervention instruction to support academic needs. [Critical Success Factors [Critical Success Factors 1]] **Needs:** B3; B4; B5;	**Person(s) Responsible:** Academic Coordinator	**Funding/FTEs:** Local Funds; Title I, Part A Funds $2,500.00; State Comp Ed Funds $15,000.00
	Evidence of Implementation: Intervention time/records.	**Ongoing Evaluation Method:** Campus common assessments, RTI logs	**Final Evaluation Method:** End-of-Year assessments.
	Timeline: 10/1/2020 - 5/1/2021 (Daily)		**Resources:** Supplemental materials for instruction;

5	**Action:** Pre-K and Head Start students will have nutritious snacks to ensure they are "ready to learn." [Critical Success Factors [Critical Success Factors 1]] **Needs:** A2;	**Person(s) Responsible:** PK/Head Start Teachers	**Funding/FTEs:** Local Funds $1,000.00
	Evidence of Implementation: Class rosters for snack time.	**Ongoing Evaluation Method:** Monthly bill provided by the Nutrition Department.	**Final Evaluation Method:** Review Gold data Beginning of the year to the End of the year to determine gains.
	Timeline: 8/25/2020 - 6/5/2021 (Daily)		**Resources:** Nutrition Department snacks;

Goal #3: Prepare our students to become college and career ready.

Objective #1: LRE students will use technology to become college and career ready.

1	**Action:** Students will use technology such as View Sonic, iPads, and Chromebooks in core content areas to enhance learning and to become College and Career ready. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** B3; B4;	**Person(s) Responsible:** Instructional Technology Teacher and Classroom Teacher	**Funding/FTEs:** State Comp Ed Funds $15,000.00
	Evidence of Implementation: Lesson plans, walkthroughs/observations	**Ongoing Evaluation Method:** Lesson plans	**Final Evaluation Method:** STEM Night and Literacy Night
	Timeline: 9/1/2020 - 6/1/2021 (Every 6 weeks)		**Resources:** extensive staff and student training on software and board capabilities;

2	**Action:** Students will benefit from the effects of tiered/leveled staff technology training. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** H1;	**Person(s) Responsible:** Instructional Technology Teacher and Classroom Teacher	**Funding/FTEs:**
	Evidence of Implementation: Sign-in sheets Completion of course/certification	**Ongoing Evaluation Method:** Lesson Plans Walkthroughs	**Final Evaluation Method:** Feedback forms from staff.
	Timeline: 7/1/2020 - 7/1/2021 (Daily)		**Resources:** staff training on software and devices;

Goal #3: Prepare our students to become college and career ready.

Objective #2: Students and staff will participate in a culture of personal accountability through individual, class, and school-wide goal setting.

1	**Action:** Students and staff will use the Leader in Me process to develop skills in the 7 Habits to increase personal accountability and goal setting for academic, social/emotional, and personal success. [Critical Success Factors [Critical Success Factors 1, 4, 6]] **Needs:** D1; [Title I Components Evaluation]	**Person(s) Responsible:** Counselor and staff	**Funding/FTEs:** Local Funds; PTA Funds; Education Foundation Funds
	Evidence of Implementation: Lesson plans, student binders	**Ongoing Evaluation Method:** Lesson plans	**Final Evaluation Method:** Campus-Wide student, parent, staff survey and binder data
	Timeline: 9/1/2020 - 6/1/2021 (Weekly)		**Resources:** Leader in Me training/resource materials;
2	**Action:** Students will participate in learning the 7 Habits of Leader in Me to better understand the importance of school safety and prevent school violence. [Critical Success Factors [Critical Success Factors 6]] **Needs:** F1; [Title I Components Evaluation]	**Person(s) Responsible:** School Counselor Staff	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Counseling notes from class visits	**Ongoing Evaluation Method:** Counselor's class schedule, lesson plans and binder	**Final Evaluation Method:** Discipline data and binder
	Timeline: 9/1/2020 - 5/30/2021 (Weekly)		**Resources:** 7 Habits books, Leader in Me program;
3	**Action:** Identified at-risk students will be provided with resources to ensure academic growth. [Critical Success Factors [Critical Success Factors 1, 4, 5, 6]] **Needs:** A1; A2; A3; B1; B2; B3;	**Person(s) Responsible:** School Counselor, social worker, and homeless/foster care liaison	**Funding/FTEs:** Title I, Part A Funds $500.00; State Comp Ed Funds 0.33 FTEs; Tx Educ for Children Homeless Youth
	Evidence of Implementation: student rosters of identified needs.	**Ongoing Evaluation Method:** Counseling and guidance notes/schedules	**Final Evaluation Method:** End-of-the-year feedback forms. Data gathered from service reports: counselor and social worker.
	Timeline: 8/27/2020 - 6/8/2021 (On-going)		**Resources:** school supplies, etc. Galaxy Math/Reading/Writing/Science program. A-Z reading, counseling and guidance schedules.;

4	**Action:** The campus will provide students with access to an At-Risk counselor who will assist students with bridging the gaps between academic success, social-emotional support, and communication between school and home. [Critical Success Factors [Critical Success Factors 1, 4, 5, 6]] **Needs:** B4; [Title I Components Evaluation]	**Person(s) Responsible:** At-Risk Counselor	**Funding/FTEs:**
	Evidence of Implementation: Counselor logs and activities with students and parents.	**Ongoing Evaluation Method:** Sign-in sheets	**Final Evaluation Method:** Parent and student surveys.
	Timeline: 8/25/2020 - 6/6/2021 (Daily)		

Goal #4: Staff will consistently integrate the Leader in Me habits to give students and parents voice at Luckey Ranch Elementary.

Objective #1: LRE will provide opportunities for the families and community to become an active and engaging part of the campus.

1	**Action:** LRE will continue to collaborate with the Parent and Family Engagement Coordinator to strengthen the campus Parent/Teacher Organization (PTO). [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1;	**Person(s) Responsible:** Campus Principal and Parent Engagement Coordinator	**Funding/FTEs:** Title I, Part A Funds $200.00
	Evidence of Implementation: PTO minutes and Parent Engagement Coordinator	**Ongoing Evaluation Method:** evidence of collaboration	**Final Evaluation Method:** District/campus Survey
	Timeline: 9/1/2020 - 6/1/2021 (Monthly)		**Resources:** Campus representatives, supplies;

2	**Action:** LRE will establish monthly meetings to support parent/community engagement through "Pastries with the Principal" in conjunction with the Parent and Family Engagement Coordinator. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1; [Title I Components Evaluation]	**Person(s) Responsible:** Campus Principal and Family Engagement Coordinator and LRE Campus Engagement Team.	**Funding/FTEs:** Local Funds; Title I, Part A Funds $1,960.00
	Evidence of Implementation: Sign-In sheet and minutes from meetings	**Ongoing Evaluation Method:** Exit Tickets	**Final Evaluation Method:** Survey- Parent
	Timeline: 9/1/2020 - 5/30/2021 (Monthly)		

3	**Action:** LRE will participate in a Health Fair to support student, staff, and community choice for a healthy lifestyle. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1; [Title I Components CIP, Evaluation]	**Person(s) Responsible:** Campus Nurse	**Funding/FTEs:**
	Evidence of Implementation: Flyer	**Ongoing Evaluation Method:** Campus calendar	**Final Evaluation Method:** Parent survey
	Timeline: 9/1/2020 - 5/1/2021 (Annually)		**Resources:** District resources to literature;

4	**Action:** Luckey Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** F1; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Campus leadership, faculty, and staff	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheets and agenda	**Ongoing Evaluation Method:** Evaluate completed product at the time of submission	**Final Evaluation Method:** End product and being able to implement actions.
	Timeline: 7/1/2020 - 7/1/2021 (On-going)		**Resources:** Timelines, calendars, schedules, PEIMS, OnPoint, TEA accountability data, Eduphoria AWARE reports, special ed reports, attendance, and discipline reports;

5	**Action:** Luckey Ranch E.S. will provide engagement activities to support students and families in academic learning opportunities. This may include Leader In Me, STEM night, Literacy Night and College Night. [Critical Success Factors [Critical Success Factors 1, 5, 6, 7]] **Needs:** F1; [Title I Components Evaluation]	**Person(s) Responsible:** Vice Principal	**Funding/FTEs:** Local Funds $500.00; Title I, Part A Funds $1,300.00
	Evidence of Implementation: An online scrapbook of the event. Agenda	**Ongoing Evaluation Method:** Meeting notes. Monthly meetings.	**Final Evaluation Method:** Number of students and parents participate
	Timeline: 7/1/2020 - 7/1/2021 (As Needed)		**Resources:** Instructional supplies to support parent and student engagement in learning.;

Funding

Education Foundation Funds	$10,000.00	
Local Funds	$44,700.00	
PTA Funds		
State Comp Ed Funds	$351,000.00	6.33 FTEs
Title I, Part A Funds	$160,648.50	3.25 FTEs
Title II, Part A Funds	$7,000.00	
Title IV, Part A Funds	$7,900.00	
Tx Educ for Children Homeless Youth		

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 2, Objective #1 , Strategy # 1: Students will use campus-wide reading and math strategies to increase student problem-solving skills.

Goal # 2, Objective #1 , Strategy # 2: Beginning in kindergarten, students will participate in vertically aligned, cross-curricular writing activities throughout the year.

Goal # 2, Objective #2 , Strategy # 2: Students will participate in a variety of intervention activities to close gaps and increase student achievement.

Goal # 2, Objective #2 , Strategy # 3: Students will participate in counseling programs to support social-emotional growth and increase student achievement.

Goal # 4, Objective #1 , Strategy # 4: Luckey Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 2, Objective #1 , Strategy # 1: Students will use campus-wide reading and math strategies to increase student problem-solving skills.

Goal # 2, Objective #1 , Strategy # 2: Beginning in kindergarten, students will participate in vertically aligned, cross-curricular writing activities throughout the year.

Goal # 2, Objective #2 , Strategy # 2: Students will participate in a variety of intervention activities to close gaps and increase student achievement.

Goal # 2, Objective #2 , Strategy # 3: Students will participate in counseling programs to support social-emotional growth and increase student achievement.

Goal # 4, Objective #1 , Strategy # 3: LRE will participate in a Health Fair to support student, staff, and community choice for a healthy lifestyle.

Goal # 4, Objective #1 , Strategy # 4: Luckey Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 1, Objective # 2, Strategy # 1: Provide professional development for Leader in Me.

Goal # 2, Objective # 1, Strategy # 2: Beginning in kindergarten, students will participate in vertically aligned, cross-curricular writing activities throughout the year.

Goal # 2, Objective # 2, Strategy # 2: Students will participate in a variety of intervention activities to close gaps and increase student achievement.

Goal # 3, Objective # 2, Strategy # 1: Students and staff will use the Leader in Me process to develop skills in the 7 Habits to increase personal accountability and goal setting for academic, social/emotional, and personal success.

Goal # 3, Objective # 2, Strategy # 2: Students will participate in learning the 7 Habits of Leader in Me to better understand the importance of school safety and prevent school violence.

Goal # 3, Objective # 2, Strategy # 4: The campus will provide students with access to an At-Risk counselor who will assist students with bridging the gaps between academic success, social-emotional support, and communication between school and home.

Goal # 4, Objective # 1, Strategy # 2: LRE will establish monthly meetings to support parent/community engagement through "Pastries with the Principal" in conjunction with the Parent and Family Engagement Coordinator.

Goal # 4, Objective # 1, Strategy # 3: LRE will participate in a Health Fair to support student, staff, and community choice for a healthy lifestyle.

Goal # 4, Objective # 1, Strategy # 4: Luckey Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish.

Goal # 4, Objective # 1, Strategy # 5: Luckey Ranch E.S. will provide engagement activities to support students and families in academic learning opportunities. This may include Leader In Me, STEM night, Literacy Night and College Night.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD



Campus Improvement Plan

Potranco Elementary School

2020-2021

190 CR 381 South

San Antonio, TX 78253

State ID: 163908105

Mission

Medina Valley Independent School District will provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Vision

Our Students will:

·Be passionate and responsible in their learning and in life
·Be well-rounded emotionally, socially, and academically
·Demonstrate strong values and pride through their actions and beliefs
·Follow an educational path that allows them to explore academic and/or vocational career possibilities
·Be equipped with the necessary skills, knowledge, and resources for their future
·Contribute positively as members of our community and society

Our learning environment will provide:

·State-of-the-art and relevant technology and facilities
·Consistent and effective communication between the home, school, and district
·Classroom experiences focused on student engagement and learning
·Opportunities for parents and staff to work together for student success
·A staff that is highly qualified, valued, and offered ongoing opportunities for growth
·Settings that are both physically and emotionally safe

Our district and community will work together to:

·Provide real-life learning opportunities to prepare students for the workforce
·Encourage and provide parental involvement and engagement to support the learning environment
·Provide a variety of educational programs with appropriate curriculum
·Support a growing and diverse population
·Build partnerships that are mutually beneficial

Description

Potranco Elementary School opened its doors in 2004-2005 and serves 681 students in grades Pre-Kinder through 5th grade.

Title I Campus

Potranco Elementary is a Title I Campus.

Demographics

The campus is in need of support such as more inclusion aides, assistance in the bilingual classrooms, and an LSSP/speech pathologist. Because of our SPED population and RTI population it is important to have support in those areas. ALL teachers, and staff need proper training in dyslexia, autism, and behavior as well as technology training regularly. There is a need for in school tutoring for all grade levels.

Student Achievement

There is a need for special education resources for general education teachers to include training to reach social, emotional, and behavioral needs. Professional development for educators on the writing process and effective classroom management. Tutoring to include writing and science. Emotional support to students returning from a prolonged school closure to minimize student anxiety.

School Culture and Climate

The campus follows security procedures and is welcoming. Students feel safe and valued. We have great communication between staff and parents, along with community and parent involvement. We need to provide various means of communication throughout the school, school wide awareness of how to handle students with major behavior issues, recognition of students through Character Building Program, strengthen acts of kindness system for both teachers and students school wide.

Staff Quality, Recruitment and Retention

There is a need for effective training for all teachers and support staff for special education students and how to best support them within the classroom and throughout the campus. Adequate personnel, including teachers and inclusion aids, is needed for support for serviced students within the classroom for successful inclusion. Teachers need opportunities for more out of district professional development to enrich their teaching and have the funding to do so.

Curriculum, Instruction and Assessment

To enhance our Curriculum and Instruction, we will need to provide support in the following such as: Staff Developments, Tutoring Programs, Technology Programs, Reading/Math/Bilingual/Special Education Programs, and Instructional Manipulatives.

Family and Community Engagement

Our committee came up with needs based on building a lifelong family partnership between students, staff, family, and community donors. Potranco committee members believe, "it takes a village to raise a child." If we all build these relationships together, just like a true panther we will leave an imprint, and together we will produce successful, independent lifelong learners and leaders that all started at Potranco Elementary.

School Context and Organization

There is a need for staff development for vertical alignment, leadership program for students, and additional tutoring and resources for intervention.

Technology

Our campus and students would benefit from additional devices for classrooms and students. Instructional programs continue to be a need as technology evolves and becomes more necessary for instruction delivery. New and replacement technology contributes to the overall safety and efficiency of our campus.

Special Programs

Title I Program

Potranco is a Schoolwide Title I, Part A campus, providing focused interventions for a large population of economically disadvantaged students and students who struggle academically.

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

Administrators

Sandy Bermea	Principal
Audrey White	Vice Principal
Brenda Estrella-Pagan	Vice Principal

Planning Committee

Member Name	Title
Elaine Coyle	Kinder Teacher
Miriam Lara	Pre-K Teacher
Jeanna Quiroz	Kindergarten Teacher
Brenda O'bryant	Kindergarten Teacher
Margaret Wacasey	Kindergarten Teacher
Elsie Torres	Kindergarten Bilingual Teacher
Stephen Pesek	1st Grade Teacher
Ashley Moreno	1st Grade Teacher
Amanda Harris	1st Grade Teacher
Abraham Aguirre	2nd Grade Teacher

Planning Committee (continued)

Member Name	Title
Kristin Welch	Committee Chair-Math Specialist
Anna Babbitt	Special Education Teacher
Nicole Marais	3rd grade teacher
Yaalily Cosme	4th grade Bilingual teacher
Kylie Cantu	4th grade teacher
Rohany Chapa	5th grade Bilingual teacher
Tatiana Ramirez	5th grade teacher
Angelica Irizarry	ALE teacher
Lucero Rosas-Ortega	1st Grade Bilingual Teacher
Kristi Smith	Committee Chair-Technology Teacher
Leslie Galvan	Committee Chair - Reading Specialist
Ashley Perez	Committee Chair-1st grade Teacher
Jacklyn Silva	1st Grade Teacher
Lucinda Gonzalez	3rd Grade Teacher
Veronica Sanchez	4th Grade Teacher
Lindsay Mangold	PreK Teacher
Christy Ramirez	Committee Chair- 2nd Grade Teacher
Cynthia Hook	3rd Grade Teacher
Grace Deleon	Committee Chair- PE Coach
Vanessa Amador	3rd Grade Teacher
Norma Garcia	3rd Grade Teacher
Cassidy Blackwell	4th Grade Teacher
Letha Wilson	Kinder Teacher
Shirley Clark	5th Grade Teacher

Planning Committee (continued)

Member Name	Title
Kimberlee Garcia	Committee Chair- 3rd Grade Teacher
Rebecca Ozuna	Committee Chair-5th Grade Teacher
Nelbelee Narvarez	2nd Grade Bilingual Teacher
Kelly Adams	2nd Grade Teacher
Tammy Romo	2nd Grade Teacher
Marycruz Castillo	2nd Grade Teacher
Debra Checque	4th Grade Teacher
Carolina Ynclan	PreK Teacher
Tori Ruiz	5th Grade Teacher
Ann Beals	5th Grade Teacher
Jenny Gomez	Music Teacher
Sarah Allen	4th grade teacher
Marie Frias	Inclusion aide
Zenaida Amaro	PreK aide
Kristal Renert	PreK aide
Samantha Ruiz	ALE Aide
Alexus Cisneros	BIP Aide
Karen Smith	BIP Aide
John Pimentel	Pre-K Aide (Headstart)
Lisa Ellis	Library
Stacy Winder	BIP Aide
Larry Claborn	PE Aide
Kimberly Edvalson	Inclusion Aide
Aggie Holguin	ALE Aide

Planning Committee (continued)

Member Name	Title
Kylie Burns	ECSE Aide
Tina Even	Special Education Teacher
Kendall Ainsley	Special Education Teacher
Rachelle Rasmussen	ECSE Teacher
Elizabeth Castro	Parent
Geneva Perez	Parent
Alexandra Ledezma	community member
Eleanor Pernell	community member
Daniel Harris	business representative
Bridget Brown	business representative

Comprehensive Needs Assessment

Demographics

Strengths

1 Tutoring Support offered for the kinder through fifth.
2 The campus offers variety of opportunities for our diverse population to participate in, such as, veteran's day parade, military week, bubbles for autism, family picnic, thanksgiving feast, etc).
3 There is a Bilingual/ESL teacher per grade level.
4 Gifted and Talented pull out services are provide by a Gifted and Talented Specialist.
5 Parenting volunteer training opportunities for parents and family members.

Needs

1 More inclusion staff-Special Education Teachers/Assistants.
2 Instructional support for diverse population of students, such as, RTI coordinator/interventionist, Reading/Dyslexia and Math Specialists, and bilingual aide support to service all grade levels.
3 LSSP and Speech Pathologist located on campus.
4 In-school tutoring in all grade levels.
5 Proper training for all teachers for dyslexia, autism, behavior and technology.

Summary

The campus is in need of support such as more inclusion aides, assistance in the bilingual classrooms, and an LSSP/speech pathologist. Because of our SPED population and RTI population it is important to have support in those areas. ALL teachers, and staff need proper training in dyslexia, autism, and behavior as well as technology training regularly. There is a need for in school tutoring for all grade levels.

Data

Staff Demographics
Student Demographics

Student Achievement

Strengths

1 Tutorial intervention for reading and math students is effective and beneficial to our struggling students.
2 Education Galaxy for Math, Reading, Writing, and Science
3 Benchmark/Simulation data is useful for student intervention
4 The Accelerated Reader and Bluebonnet incentive programs
5 Awards/Incentives for Student Recognition
6 Effective attendance committee to support school attendance
7 ESGI for K-2 and Special Education assessment and intervention.
8 Definitive RTI program with training, support, data and implementation in a timely manner.
9 Embedded enrichment/intervention/resource time in student academic schedule with support staff as required.

Needs

1 Special Education resources for General Education Teacher
2 Increase support, intervention, and training to reach students with social, emotional, and behavioral needs
3 Provide consistent program for diagnostic tool to evaluate all grades K-5
4 Use of Aware/ SuccessEd to document anecdotal notes on students. Training for teachers to use effectively and accurately.
5 Teacher development on classroom management (social skills, character development and instructional strategies)
6 Tutoring to include areas such as as writing and science.
7 Professional development for understanding the writing process.
8 Monthly counseling sessions to include discussions/lessons addressing inclusion and understanding of special student populations (ALE, BIP, ECSE, etc.).
9 Social Emotional support for students returning from the COVID-19 school closure to minimize stress and anxiety associated with changes in order to support student attendance and success in the classroom.

Summary

There is a need for special education resources for general education teachers to include training to reach social, emotional, and behavioral needs. Professional development for educators on the writing process and effective classroom management. Tutoring to include writing and science. Emotional support to students returning from a prolonged school closure to minimize student anxiety.

Data

Campus-Based Assessments
Curriculum-Based Assessments
Discipline Data
District-Based Assessments
Inidividual Student Profiles
Response to Intervention tracking

STAAR / EOC Results
Student Achievement Data
Student Demographics
TAPR

School Culture and Climate

Strengths

1 There is a more secure closed off office, badge visitor passes required at all times, enforced drop off and pick up times.
2 Parents feel welcomed at school and have good relationships with teachers.
3 We've strengthened staff rapport & team building.
4 Admin and staff communication is strong.
5 Parent options for before & after school programs
6 Student are offered opportunities to join many clubs.
7 Community/parental involvement & outreach through school events
8 Bully prevention through student council

Needs

1 Provide an school wide awareness in regards to how to handle students with major behavior issues.
2 Recognize students through Character Building Program.
3 Provide various means of communication systems throughout school.
4 Strengthen acts of kindness system for both teachers and students school wide.

Summary

The campus follows security procedures and is welcoming. Students feel safe and valued. We have great communication between staff and parents, along with community and parent involvement. We need to provide various means of communication throughout the school, school wide awareness of how to handle students with major behavior issues, recognition of students through Character Building Program, strengthen acts of kindness system for both teachers and students school wide.

Data

Attendance Data
Discipline Data

Staff Quality, Recruitment and Retention

Strengths

1. All teachers are certified.
2. Some Teachers have a masters degree
3. All Teachers are GT certified
4. College job fairs and recruitment
5. New teachers mentor program (district and campus)
6. Weekly planning meeting
7. Welcoming Environment (Hospitality Committee)

Needs

1. Adequate personnel (teachers and aids) for support for special education students to aid teachers within the classroom for inclusion.
2. More funding for Out of district professional development including partnership with other campuses and/or districts to provide observation opportunities for teachers and support staff.
3. More specific training for sub population groups within our special education department (including but not limited to autism, mental health, behavior management strategies for inclusion students) prior to the start of the school year for teachers and support staff.
4. A dyslexia program, training and a dyslexia, math, and reading specialist designated solely to their program.
5. Instructional materials to aid in teacher retention that follow the TEKS (updated frequently)
6. Have an established RTI program with adequate training for staff
7. Proper information and training about responsibilities in the classroom in correlation to teachers role when working with assistants, support staff, and inclusion aids.

Summary

There is a need for effective training for all teachers and support staff for special education students and how to best support them within the classroom and throughout the campus. Adequate personnel, including teachers and inclusion aids, is needed for support for serviced students within the classroom for successful inclusion. Teachers need opportunities for more out of district professional development to enrich their teaching and have the funding to do so.

Data

Attendance Data

Campus-Based Assessments

District-Based Assessments

Promotion / Retention data

Staff Demographics

Curriculum, Instruction and Assessment

Strengths

1 Pullout tutoring during school for reading/writing/math
3 Funds for books in K-5; expand classroom library - (magazines, easy readers, variety of novels)
5 Manipulatives for Math & Science lab materials/resources/equipment
6 Education Galaxy (K-5 rdg/math/science/writing)
7 Reading & Math Specialist Support
8 Educational Programs that helps kids learn online such as: Education Galaxy, Lift Off Intervention, Brain-pop, Brain-pop.jr, Lone-star Learning
9 Educational Software: STAR Renaissance - K-1: Early Literacy, 1-5th for Reading, and k-5 for Math (assessments and interventions)
10 Educational Software: ESGI for Kinder and TPRI for K-2 (provided assessments/interventions)
11 Focus Groups - Enrichment/intervention/resource time in student academic schedule with support staff as required
12 Fountas and Pinnell - Leveled Literacy Intervention & Benchmark Assessments: 1 set of Benchmark 1 & 2 for campus-Reading Specialist/ordered 2 sets for K-3 to use)
13 RTI Program/SuccessED - with training, support, data, and implementation in a timely manner
14 GT Specialist (pullout)
15 Seesaw for k-2nd and Google Classroom for 3rd-5th (Technology for instructional purpose)
16 Addition for SMART-BOARDS for MOST classrooms

Needs

1 Continue/renew subscription (campus-wide) of all technology programs for intervention in Reading/Math/504/Bilingual/Sped.
2 Provide on-going staff development/training for all technology programs for intervention in reading/math/bilingual/sped/504.
3 Continue services provided by the Reading Specialist for all grade levels.
4 Provide Bilingual Academic Materials/Support for teachers.
5 Continue in-school small group tutoring program for intervention in reading/mAth/writing/science.
6 More Technology Devices to support curriculum.
7 Hire more Support for Staff & Students; instructional tutors, interventionists/coaches, and bilingual/special ed aids
8 Continue support and expansion of classroom novel sets and classroom libraries.
9 Continue support with math & science manipulatives, lab equipment, materials, and resources
10 Implement a Student Academic Building Leadership Program.
11 Incorporate student self assessment and goal setting.
12 Continue services provided by the Math Specialist for all grade levels.
13 Provide instructional intervention programs with supporting technology and training.
14 Provide Staff training and resources for RTI/MTSS.
15 Continue to incorporate professional learning communities for teacher growth and a teacher resource library.
16 Continue developing the campus literacy room with new materials
17 Need for a Dyslexia Teacher for pullout services for all dyslexia students

18 Implement a K-2 and 3-5 Specialists for Reading and Math; addition of another reading and math specialists for the lower grades.

Summary

To enhance our Curriculum and Instruction, we will need to provide support in the following such as: Staff Developments, Tutoring Programs, Technology Programs, Reading/Math/Bilingual/Special Education Programs, and Instructional Manipulatives.

Data

Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Response to Intervention tracking
STAAR / EOC Results

Family and Community Engagement

Strengths

1 Meet The Teacher
2 Bleachers Creatures Night
3 Campus Monthly and Weekly Newsletter
4 Veterans Day Presentation/parade/wall of fame
5 4th Grade Veterans Day Evening Performance
6 PTO
7 Helping Hands
8 Fall Festival
9 Family S.T.E.A.M. Night
10 Family Literacy Extravaganza Night
11 Gifted and Talented Differentiated Make and Takes
12 Dyslexic Differentiated Make and Takes
14 Technology 101 Demos for parents and students to utilize at home
15 Mckinney Vinto Program
16 District Campus Level Service Support "school supplies, hygiene kits, clothes, and other resources."
17 Parent Volunteers
18 Parental Communication: class tag, Dojo, Seesaw, Remind, Skyward, Bloomz, and Google Classroom
19 Angels and Elves
20 Open House
21 Thanksgiving Feast
22 Kinder-2nd Sharing Feast
23 Family Picnic
24 Pre-K Rodeo
25 Fun Run "Mind Spark"
26 Hoops for Heart
27 Grade Level Performances
28 Family Night "Movie Night"
29 Book Fair
30 Annual Title 1 District Parent and Family Engagement Meeting
31 Grandparents Day
32 Local Funds
33 Title 1 Funds
34 Headstart Milk and Cookie Night with a Free Book
35 After School Clubs

36 Right At School - After School Program
37 District Monthly Grandparents Raising Grandchildren support group
38 Educational supplies, refreshments, and food provided from Title 1 funds
39 Surveys
40 Traveling Trophy "consecutive winners"

Needs

1 Continue to build capacity by providing takeaway educational materials and offering light refreshments, snacks, and other incentives.
2 Implementing Mentoring Programs: Potranco Papa's (watch dogs), Big Brother/Big Sister
3 Honor our Community Donors by implementing "Passionate Panthers" to give our donors a plaque or certificate or Frame.
4 "4th for others" 4th graders will meet once a week and write thank you cards to our community, and staff members.
5 "Paw Reader Program" Try to find a business to hold a book drive to put a book into the hands of every child at Potranco Elementary.
6 Create a teacher page/website to keep parents constantly informed with what is going on each week and with attachments of copies of homework, spelling lists, etc..
7 Implement one communicational platform, so parents with multiple kids don't have to check so many communicational apps.
8 Translate all documents such as notes, information, memos, newsletters, and events in Spanish.
9 Incorporate a beginning of the year Bilingual Parent Technology Professional Development Training to help them understand how to navigate the internet, MVISD website, and accessing skyward.
10 Create a survey on how we can better support parents at home through digital learning.
11 Create a pamphlet for a "How to Access Skyward" with a Screenafy step by step informational guide.
12 Caught being "Potranco Amazing" Binder to help boost staff morale. (If you see a teacher doing something amazing, go to the staff favorite things binder and find the teacher you caught, and spoil them with a couple of their favorite things and write them a kind note to boost their week. Then that teacher has to look for someone to spoil)
13 Create a future leader program called "Panther's making their mark" (We would collaborate with trade school and Universities about coming into our school and talking to our kids and parents about future jobs and possibilities)
14 College Day preferrable Monday-where we can wear a college shirt maybe with jeans and incorporate within the announcements a certain college each week with some fun facts about that college. To help get them career ready!
15 Begin Cultural Heritage Months - Make sure to touch on all cultures, so that our students can learn about all the cultures of the world.
16 Looking into a grant for technology to help get a computer in the hands of all our students.
17 Offering Morning, Afternoon, Evening, and Online parent volunteer training to meet the schedules of all our parents.
18 Create more incentive programs for Reading and Math (Pizza Hut, Fiesta Texas, Urban Air, Top Golf, Andretti, Peter Piper)
19 1st Ever Back to School Family Cookout (To start the beginning of the school year, meet the teacher. Have students and families come with their school supplies and meet their teacher in a family setting. We could have stations for students to create a bedazzled name tag to place on their desk, and Mrs. Orozco said she wants to be invited to pass out supplies and information, and we can have a supply station if they are in need, but we would make sure it gets to the teacher and doesn't go home with the child. Then they can go meet their teachers and drop off their school supplies, and the teacher will give the student and family their pass to go have hamburgers or hot dogs at a designated time. This way at that time the teachers can go out there and eat and mingle with their students and parents. (We can work on getting the food possibly donated) Our theme is "Laugh, Eat, Learn, Engage in lifelong family partnerships"

Summary

Our committee came up with needs based on building a lifelong family partnership between students, staff, family, and community donors. Potranco committee members believe, "it takes a village to raise a child." If we all build these relationships together, just like a true panther we will leave an imprint, and together we will produce successful, independent lifelong learners and leaders that all started at Potranco Elementary.

Data

Skyward Data Mining
Climate Survey
Attendance Data
Inidividual Student Profiles
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

School Context and Organization

Strengths

1 School communication
2 Tutoring is provided for grade levels Kinder through fifth.
3 Grade level minutes submitted weekly.
4 New teacher mentor program led by ESC 20.
5 Administration has an open door policy.
6 Instructional time is maximized with campus master schedule.

Needs

1 Continue to add committees based on campus needs.
2 Additional tutoring and resources for intervention.
3 Staff development with vertical alignment across campus and district for FIT Focus Instructional Target to close academic gaps.
4 Add alternative setting for students (ISS).
5 Leadership program for students to help teachers with duties.
6 On going revision of arrival and dismissal procedures with follow up in staff meetings.
8 Continue communication in a variety of ways to all stakeholders in a timely manner.

Summary

There is a need for staff development for vertical alignment, leadership program for students, and additional tutoring and resources for intervention.

Data

Climate Survey

Technology

Strengths

1 Google Education Access
2 Online Assessment and Instructional Programs
3 Technology for Parent Communication and Volunteer Opportunities
4 Increased WI-FI Capabilities
5 Training for Google Education and other Technology programs, software, and equipment.
6 STEAM Lab Pilot

Needs

1 Provide digital whiteboard/presentation devices for every classroom.
2 Provide grade level specific and appropriate intervention and instructional programs as well as assessment tools and learning management systems.
3 Provide additional computer labs and carts to increase student device ratio and access.
4 Provide/replace campus necessary and emergency communications devices (Walkie-talkies, Inter-school phone systems)
5 Integration, expansion, and training for STEAM Lab
6 Continue Google and Technology Training.

Summary

Our campus and students would benefit from additional devices for classrooms and students. Instructional programs continue to be a need as technology evolves and becomes more necessary for instruction delivery. New and replacement technology contributes to the overall safety and efficiency of our campus.

Data

Campus-Based Assessments
Curriculum-Based Assessments
Response to Intervention tracking
Student Achievement Data

Priority Needs

A: Demographics

- A1 More inclusion staff-Special Education Teachers/Assistants.
- A2 Instructional support for diverse population of students, such as, RTI coordinator/interventionist, Reading/Dyslexia and Math Specialists, and bilingual aide support to service all grade levels.
- A4 In-school tutoring in all grade levels.
- A5 Proper training for all teachers for dyslexia, autism, behavior and technology.

B: Student Achievement

- B2 Increase support, intervention, and training to reach students with social, emotional, and behavioral needs
- B3 Provide consistent program for diagnostic tool to evaluate all grades K-5
- B4 Use of Aware/ SuccessEd to document anecdotal notes on students. Training for teachers to use effectively and accurately.
- B5 Teacher development on classroom management (social skills, character development and instructional strategies)
- B6 Tutoring to include areas such as as writing and science.
- B7 Professional development for understanding the writing process.
- B9 Social Emotional support for students returning from the COVID-19 school closure to minimize stress and anxiety associated with changes in order to support student attendance and success in the classroom.

C: School Culture and Climate

- C1 Provide an school wide awareness in regards to how to handle students with major behavior issues.
- C2 Recognize students through Character Building Program.
- C3 Provide various means of communication systems throughout school.

D: Staff Quality, Recruitment and Retention

- D1 Adequate personnel (teachers and aids) for support for special education students to aid teachers within the classroom for inclusion.
- D2 More funding for Out of district professional development including partnership with other campuses and/or districts to provide observation opportunities for teachers and support staff.
- D3 More specific training for sub population groups within our special education department (including but not limited to autism, mental health, behavior management strategies for inclusion students) prior to the start of the school year for teachers and support staff.
- D5 Instructional materials to aid in teacher retention that follow the TEKS (updated frequently)
- D6 Have an established RTI program with adequate training for staff

D7 Proper information and training about responsibilities in the classroom in correlation to teachers role when working with assistants, support staff, and inclusion aids.

E: Curriculum, Instruction and Assessment

E1 Continue/renew subscription (campus-wide) of all technology programs for intervention in Reading/Math/504/Bilingual/Sped.

E2 Provide on-going staff development/training for all technology programs for intervention in reading/math/bilingual/sped/504.

E5 Continue in-school small group tutoring program for intervention in reading/mAth/writing/science.

E7 Hire more Support for Staff & Students; instructional tutors, interventionists/coaches, and bilingual/special ed aids

E8 Continue support and expansion of classroom novel sets and classroom libraries.

E9 Continue support with math & science manipulatives, lab equipment, materials, and resources

E11 Incorporate student self assessment and goal setting.

E13 Provide instructional intervention programs with supporting technology and training.

E14 Provide Staff training and resources for RTI/MTSS.

E15 Continue to incorporate professional learning communities for teacher growth and a teacher resource library.

F: Family and Community Engagement

F1 Continue to build capacity by providing takeaway educational materials and offering light refreshments, snacks, and other incentives.

F2 Implementing Mentoring Programs: Potranco Papa's (watch dogs), Big Brother/Big Sister

F3 Honor our Community Donors by implementing "Passionate Panthers" to give our donors a plaque or certificate or Frame.

F4 "4th for others" 4th graders will meet once a week and write thank you cards to our community, and staff members.

F5 "Paw Reader Program" Try to find a business to hold a book drive to put a book into the hands of every child at Potranco Elementary.

F6 Create a teacher page/website to keep parents constantly informed with what is going on each week and with attachments of copies of homework, spelling lists, etc..

G: School Context and Organization

G1 Continue to add committees based on campus needs.

G3 Staff development with vertical alignment across campus and district for FIT Focus Instructional Target to close academic gaps.

G6 On going revision of arrival and dismissal procedures with follow up in staff meetings.

G8 Continue communication in a variety of ways to all stakeholders in a timely manner.

H: Technology

H2 Provide grade level specific and appropriate intervention and instructional programs as well as assessment tools and learning management systems.

Goals

Goal #1: Potranco Elementary will sustain and improve academic performance.

:

Goal #2: Increase employee satisfaction and retention of highly effective teachers and instructional aides.

:

Goal #3: Potranco Elementary will maintain a safe school environment.

:

Goal #4: To improve communication with all stakeholders by creating information pathways with increasing participation.

:

Actions

Goal #1: Potranco Elementary will sustain and improve academic performance.

Objective #1: All students and student groups will increase or sustain academic performance at or above grade level as measured by campus, district, and state level academic reports.

1	**Action:** Implement a school wide intervention block for 1st-5th grade and push in support for PreK and kinder to provide timely and high quality interventions by classroom teachers and interventionists. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** A4; B2; B3; B6; E5; H2; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Teachers Interventionist At-Risk Counselor	**Funding/FTEs:** Local Funds $4,000.00; Title I, Part A Funds $4,000.00; Title III, Part A Funds; Title I, Part C-Migrant; State Comp Ed Funds $200,000.00; 6.00 FTEs
	Evidence of Implementation: Assigned intervention blocks by grade level List of students served during intervention time by teachers Fidelity Check list	**Ongoing Evaluation Method:** Progress monitoring Progress reports Report cards Grade level meetings with Reading Specialist, Academic Coordinator, and Principal	**Final Evaluation Method:** EOY assessments STAAR assessments Teacher input and survey
	Timeline: 9/1/2020 - 6/4/2021 (Daily)		**Resources:** Master Schedule Assessment Data (common assessment, BOY, MOY and EOY assessments, STAAR assessment) Diagnostic Data (STAR Renaissance) Teacher Input;

2	**Action:** Data meetings to review progress monitoring and assessment data to develop academic interventions. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** A2; B3; B4; E1;	**Person(s) Responsible:** Reading Specialist Math Specialist Vice Principal Principal LSSP Diagnosticians	**Funding/FTEs:** Title I, Part A Funds $140,000.00; 3.25 FTEs; Title IV, Part A Funds $7,900.00; Local Funds
	Evidence of Implementation: Scheduled meetings Sign-in sheets per meeting Data reports	**Ongoing Evaluation Method:** Data reports Specialist documentation	**Final Evaluation Method:** EOY and STAAR assessments Student promotion Teacher input
	Timeline: 9/1/2020 - 6/4/2021 (Monthly)		**Resources:** STAR Renaissance Common Assessments BOY, MOY, and EOY assessments;

3	**Action:** Provide curriculum and technological resources so teachers can better teach the TEKS. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** B3; D5; E13; H2;	**Person(s) Responsible:** Teachers Interventionist Vice Principal Principal CIT	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Utilization of instructional materials Technology usage by teachers and students	**Ongoing Evaluation Method:** Walk throughs Technology usage reports Fidelity Checks	**Final Evaluation Method:** Assessments Walk throughs Summatives Technology usage reports Fidelity Checks
	Timeline: 8/27/2020 - 6/4/2021 (Annually)		**Resources:** Computers; Smartboards, Chrome Books and IPADS; Online programs; Curriculum; ESC 20 Co-OP; TEKS Resource system;

4	**Action:** Implement a Response to Intervention (RTI)/Multi-tier System of Support (MTSS) system with training, procedures, and documents. [Critical Success Factors [Critical Success Factors 1, 2, 6]] **Needs:** A2; D6; E13; E14; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Reading Specialists Special Education staff and interventionist	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: RTI meetings RTI schedule Success Ed documentation	**Ongoing Evaluation Method:** RTI meetings RTI schedule Success Ed documentation	**Final Evaluation Method:** RTI meetings RTI schedule Success Ed documentation
	Timeline: 9/1/2020 - 6/4/2021 (Daily)		**Resources:** Principal Vice Principal Success Ed SPED department staff Reading Specialist Math Specialist RTI action network;

5	**Action:** Students to have access to resources which will help them better access the curriculum, support skills, and master TEKS. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** A1; A2; H2;	**Person(s) Responsible:** Principal Vice Principal Reading Specialists Math Specialists Special Education staff and interventionist	**Funding/FTEs:**
	Evidence of Implementation: Instructional materials check out inventory Instructional technology inventory Chrome cart check out Computer lab sign up sheet and usage	**Ongoing Evaluation Method:** Instructional technology usage reports Common Assessments Benchmarks State Assessments	**Final Evaluation Method:** Instructional technology usage reports Instructional materials check in inventory Instructional technology inventory Chrome cart check in Computer lab sign up sheet and usage
	Timeline: 8/27/2020 - 7/4/2021 (Daily)		**Resources:** Principal Vice Principal Success Ed SPED department staff Reading Specialist Math Specialist RTI action network;

Goal #2: Increase employee satisfaction and retention of highly effective teachers and instructional aides.

Objective #1: Maintain low turnover rate of staff members by providing increased instructional support, staff development, leadership capacity, PLC participation, and ownership of campus decision making.

1	**Action:** Assign mentors to new staff members and develop a schedule for mentorship activities. [Critical Success Factors [Critical Success Factors 3, 6, 7]] **Needs:** D2; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Mentor Teachers	**Funding/FTEs:** Title I, Part A Funds; Title II, Part A Funds $5,000.00
	Evidence of Implementation: Schedule meetings and activities	**Ongoing Evaluation Method:** Meetings with academic coordinator and principal	**Final Evaluation Method:** New teacher survey Mentor teacher survey
	Timeline: 9/1/2020 - 6/4/2021 (Weekly)		**Resources:** Mentors, Mentees Academic coordinator;

2	**Action:** Meet weekly as a campus. [Critical Success Factors [Critical Success Factors 6, 7]] **Needs:** A5; E2; G3; G8; [Title I Components CIP]	**Person(s) Responsible:** Principal Academic Coordinator Reading Specialist Math Specialist Campus Secretary	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Sign in sheets meeting agendas	**Ongoing Evaluation Method:** Sign in sheets meeting agendas Google calendar	**Final Evaluation Method:** Teacher survey results and comments
	Timeline: 8/15/2020 - 6/4/2021 (Weekly)		**Resources:** Campus and district calendars Principal Vice Principal Reading Specialist Campus Secretary;

3	**Action:** Implement support systems and time to support collaborative planning through grade level meetings and PLC's which provides teachers with the capacity to be reflective about their practice. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** B5; B7; D3; E2; E14; E15; G3; G8;	**Person(s) Responsible:** Principal Vice Principal Reading Specialist Math Specialist Grade level chair Teachers	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: grade level meeting minutes PLC meeting minutes sign in sheets agendas	**Ongoing Evaluation Method:** weekly grade level meeting minutes weekly and monthly meetings with specialist PLC meetings	**Final Evaluation Method:** surveys teacher retention PLC binder
	Timeline: 8/27/2020 - 6/4/2021 (Weekly)		**Resources:** data schedule weekly bulletin campus, grade level, data meetings;

4	**Action:** Communicate by providing a weekly bulletin and Google calendar. [Critical Success Factors [Critical Success Factors 6, 7]] **Needs:** G1; G8; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Counselor Reading Specialist Math Specialist Campus Secretary Receptionist	**Funding/FTEs:**
	Evidence of Implementation: weekly emails Bulletin updated Google calendar	**Ongoing Evaluation Method:** weekly emails Bulletin updated Google calendar	**Final Evaluation Method:** teacher survey
	Timeline: 8/26/2020 - 6/4/2021 (Weekly)		**Resources:** bulletin calendar of events Schedule Google Calendar;

5	**Action:** Recognize staff for attendance. [Critical Success Factors [Critical Success Factors 6, 7]] **Needs:** D2; D7; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Campus Secretary Attendance Clerk	**Funding/FTEs:**
	Evidence of Implementation: AESOP reports calendar jeans passes college day certificates	**Ongoing Evaluation Method:** AESOP reports calendar	**Final Evaluation Method:** AESOP reports calendar
	Timeline: 9/27/2020 - 6/4/2021 (Bi-Monthly)		**Resources:** AESOP reports calendar attendance clerk;

6	**Action:** Host student teachers throughout the year. [Critical Success Factors [Critical Success Factors 6, 7]] **Needs:** D7; F1; [Title I Components CIP]	**Person(s) Responsible:** Principal HR director Cooperating teachers	**Funding/FTEs:**
	Evidence of Implementation: list of student teachers Schedules for student teachers	**Ongoing Evaluation Method:** list of student teachers Schedules for student teachers Continued cooperation of teachers	**Final Evaluation Method:** Cooperating teachers list of student teachers hiring of student teachers
	Timeline: 9/1/2020 - 6/4/2021 (Annually)		**Resources:** College Campuses HR Director;

7	**Action:** Provide ongoing professional development and training for staff for content, best practices, instructional materials, and online programs. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]] **Needs:** B7; D1; D2; D3; D5; D6; D7; E2; E7; E8; E9; E13; E14; E15; G3; H2;	**Person(s) Responsible:** Principal Vice Principal Curriculum Department Google Trainer District Librarians Reading Specialist Math Specialist Counselor	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Walk throughs forms sign in sheets program data reports	**Ongoing Evaluation Method:** meetings Walk throughs	**Final Evaluation Method:** Observations Teacher surveys TTESS summatives
	Timeline: 8/1/2020 - 6/4/2021 (Daily)		**Resources:** STAR Renaissance Discovery Education;

8	**Action:** Schedule and incorporate instructional rounds for teachers to visit and observe fellow colleagues' classroom. [Critical Success Factors [Critical Success Factors 1, 6, 7]] **Needs:** A5; B5; D2; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Secretary	**Funding/FTEs:**
	Evidence of Implementation: Schedule of teachers participating instructional rounds Google sheet containing number of visits	**Ongoing Evaluation Method:** Schedule of teachers participating instructional rounds Google sheet containing number of visits	**Final Evaluation Method:** Schedule of teachers participating instructional rounds Google sheet containing number of visits Teacher feedback and surveys
	Timeline: 9/1/2020 - 6/4/2021 (Daily)		**Resources:** Master schedule Substitute list Staff roster;

Goal #3: Potranco Elementary will maintain a safe school environment.

Objective #1: All campus staff will continue to place a high priority on school safety, health, and security for students and staff.

1	**Action:** Display and utilize updated campus maps and drill procedures. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G6; G8; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal School Safety Committee	**Funding/FTEs:**
	Evidence of Implementation: Drill logs Consistent time and procedures to complete drills	**Ongoing Evaluation Method:** Drill logs Safety Committee meetings Staff feedback	**Final Evaluation Method:** Drill logs time decreasing as drill are performed
	Timeline: 8/27/2020 - 6/4/2021 (Monthly)		**Resources:** campus maps Drill procedures School Safety website drill logs;

2	**Action:** Staff will wear badges at all times. [Critical Success Factors [Critical Success Factors 6]] **Needs:** A5; C1; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal	**Funding/FTEs:**
	Evidence of Implementation: badges	**Ongoing Evaluation Method:** badges	**Final Evaluation Method:** badges
	Timeline: 8/27/2020 - 6/4/2021 (Daily)		**Resources:** badges;

3	**Action:** CPR certification/renewal opportunities will be provided by the district nurse to enable staff to assist in crisis situations. [Critical Success Factors [Critical Success Factors 3, 6]] **Needs:** A2; B9;	**Person(s) Responsible:** Principle Vice Principal District Nurse Nurse	**Funding/FTEs:**
	Evidence of Implementation: Signing up for training Certificate of completion	**Ongoing Evaluation Method:** Using CPR procedures if needed	**Final Evaluation Method:** Certificate of completion
	Timeline: 8/27/2020 - 6/4/2021 (As Needed)		**Resources:** District training module;

4	**Action:** Implement and refine arrival and dismissal procedures. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G1; G6; G8; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Teachers and staff Safety Committee	**Funding/FTEs:**
	Evidence of Implementation: Dismissal complete in a timely manner Written arrival and dismissal procedures	**Ongoing Evaluation Method:** Safety committee meetings to review and adjust procedures	**Final Evaluation Method:** Teacher and Parent feedback and surveys
	Timeline: 8/27/2020 - 6/4/2021 (Daily)		**Resources:** Drop off procedures Dismissal procedures;

5	**Action:** The counselor will provide violence, bullying, and drug prevention lessons, programs, or information. [Critical Success Factors [Critical Success Factors 6]] **Needs:** B2; C2; [Title I Components CIP]	**Person(s) Responsible:** Counselor	**Funding/FTEs:**
	Evidence of Implementation: Guidance counseling classes Schedule of guidance counseling classes Red Ribbon Week State Farm anti-bullying program message implemented weekly during announcements	**Ongoing Evaluation Method:** Student, Parent, and Teacher feedback State Farm anti-bullying program message implemented weekly during announcements	**Final Evaluation Method:** Student, Parent, and Teacher end of year surveys
	Timeline: 9/10/2020 - 6/4/2021 (Every 3 weeks)		**Resources:** Counseling schedule Classroom Anti-bullying packet from State Farm Red Ribbon Week activities;

6	**Action:** Promote physical health through Hoops for Heart, Elementary Track Meet, Fitness Gram, Mile Club, and Field Day. [Critical Success Factors [Critical Success Factors 6]] **Needs:** C2; E11; [Title I Components CIP]	**Person(s) Responsible:** PE teacher PE aide Principal Vice Principal Teachers	**Funding/FTEs:**
	Evidence of Implementation: Schedule Google calendar	**Ongoing Evaluation Method:** Student participation Parent volunteers Number of students participation	**Final Evaluation Method:** Student participation Fitness Gram state data
	Timeline: 8/27/2020 - 6/4/2021 (Annually)		**Resources:** Fitness Gram Gym Hoops for Heart PE equipment schedules Google calendar;

7	**Action:** The nurse will provide air quality alerts, vision and hearing screening, along with health and hygiene talks. [Critical Success Factors [Critical Success Factors 6]] **Needs:** B2; G8; [Title I Components CIP]	**Person(s) Responsible:** District and Campus Nurses Principal Vice Principal	**Funding/FTEs:**
	Evidence of Implementation: Google calendar Schedule Student feedback	**Ongoing Evaluation Method:** Student feedback	**Final Evaluation Method:** Teacher, parent, and student surveys
	Timeline: 8/27/2020 - 7/4/2021 (Annually)		**Resources:** nurses district nurse Schedule google calendar brochures;

8	**Action:** The social worker will address the psychological and emotional needs of students by visiting, seeing, and counseling students and working with teachers and parents to communicate and solve problems. [Critical Success Factors [Critical Success Factors 6]] **Needs:** B2; [Title I Components CIP]	**Person(s) Responsible:** Social Worker Counselor Teachers Principal Vice Principal	**Funding/FTEs:** State Comp Ed Funds $30,000.00; 0.50 FTEs
	Evidence of Implementation: Referral process Student visits Documentation	**Ongoing Evaluation Method:** Referral process Student visits Documentation	**Final Evaluation Method:** Referral process Student visits Documentation
	Timeline: 8/27/2020 - 7/4/2021 (As Needed)		**Resources:** Social Worker Counselor Referral process Teachers Parents;

9	**Action:** Provide supplies and other basic needs for students identified via the McKinney-Vento program. [Critical Success Factors [Critical Success Factors 1, 4, 6]] **Needs:** A4; B2; B6;	**Person(s) Responsible:** Campus admin and district McKinney-Vento liaison.	**Funding/FTEs:** Title I, Part A Funds $500.00; Tx Educ for Children Homeless Youth
	Evidence of Implementation: Needs list and signed receipts of services/supplies provided	**Ongoing Evaluation Method:** Every 3-6 weeks the liaison pulls reports and follows up with student and campus designee	**Final Evaluation Method:** list of identified students and list of supplies and services provided are available.
	Timeline: 8/27/2020 - 6/4/2021 (As Needed)		**Resources:** needs list;

Goal #4: To improve communication with all stakeholders by creating information pathways with increasing participation.

Objective #1: Strengthen parental involvement in support of student social development and academic achievement.

1	**Action:** Provide volunteer training throughout the year. [Critical Success Factors [Critical Success Factors 1, 5, 6]] **Needs:** G8; [Title I Components Evaluation]	**Person(s) Responsible:** Principal Vice Principal Counselor Federal programs staff	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheets Volunteer sign in checklist	**Ongoing Evaluation Method:** requests to volunteer need for additional training sessions	**Final Evaluation Method:** Volunteer survey Student achievement and performance on state assessment and campus assessments
	Timeline: 9/1/2020 - 6/4/2021 (As Needed)		**Resources:** Volunteer checklist Criminal Background check Training PowerPoint Federal Programs staff and resources Visitors pass Sign in sheets;

2	**Action:** Disseminate annual parental survey to measure satisfaction. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** G8; [Title I Components Evaluation]	**Person(s) Responsible:** Principal Vice Principal	**Funding/FTEs:**
	Evidence of Implementation: Survey sent out digitally or hard copy Responses from parents	**Ongoing Evaluation Method:** parent participation and attendance	**Final Evaluation Method:** Number of responses collected through Eduphoria Anecdotal feedback from parents
	Timeline: 8/27/2020 - 6/4/2021 (Annually)		**Resources:** Eduphoria Data from survey;

3	**Action:** Host family events: literacy and math nights, Fall Festival, Grandparent's Day, grade level performances, assemblies, open house, parent conferences, family picnic, Veteran's Day, Family Night out, College and career day, and informational and education days/evenings. [Critical Success Factors [Critical Success Factors 1, 5, 6]] **Needs:** F1; F2; F3; F4; F5; F6; [Title I Components Evaluation]	**Person(s) Responsible:** Principal Vice Principal Counselor Teachers PTO	**Funding/FTEs:** Local Funds; Title I, Part A Funds $1,265.00; PTA Funds
	Evidence of Implementation: sign in sheets google calendar campus and grade level newsletters	**Ongoing Evaluation Method:** sign in sheets google calendar campus and grade level newsletters	**Final Evaluation Method:** parental survey student survey
	Timeline: 9/1/2020 - 7/1/2021 (On-going)		**Resources:** letters sign in sheets PTO Federal programs;

4	**Action:** Disseminate information through campus marquee, campus and teacher websites, campus bulletin boards, teacher newsletters, campus newsletters, social media, parent conferences, email, and phone calls, Sky Alert, Remind, Class Dojo, and Bloomz. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** C3; F2; F3; G8; [Title I Components Evaluation]	**Person(s) Responsible:** Principal Vice Principal Teachers Counselor Webmaster and Social Media Specialist PTO	**Funding/FTEs:**
	Evidence of Implementation: attendance sign in sheets	**Ongoing Evaluation Method:** sign in sheets conference attendance parent contact logs	**Final Evaluation Method:** parental survey Attendance Sign in sheets
	Timeline: 8/27/2020 - 6/4/2021 (Weekly)		**Resources:** Newsletters website apps marquee email;

5	**Action:** The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** F3; G1; [Title I Components CNA, Evaluation]	**Person(s) Responsible:** Principal Vice Principal	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheets, agendas, and final CNA and CIP reports completed	**Ongoing Evaluation Method:** Campus meets monthly to review and refine the plan	**Final Evaluation Method:** Completed CIP for the new year
	Timeline: 4/1/2020 - 8/31/2021 (Annually)		**Resources:** Data disaggregation via PEIMS, TAPR, Skyward data mining, sign in sheets, agendas;

6	**Action:** The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F6; [Title I Components CIP, Evaluation]	**Person(s) Responsible:** Principal Vice Principal Secretary Federal Programs	**Funding/FTEs:**
	Evidence of Implementation: Documents disseminated to parents	**Ongoing Evaluation Method:** Documents disseminated to parents	**Final Evaluation Method:** Documents disseminated to parents
	Timeline: 8/27/2020 - 7/4/2021 (Daily)		**Resources:** translating services Federal programs CIP Title I Policy Brochure Campus Compact;

Funding

Local Funds	$4,700.00	
PTA Funds		
State Comp Ed Funds	$230,000.00	6.50 FTEs
Title I, Part A Funds	$145,765.00	3.25 FTEs
Title I, Part C-Migrant		
Title II, Part A Funds	$5,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	$7,900.00	
Tx Educ for Children Homeless Youth		

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 4, Objective #1 , Strategy # 5: The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #1 , Strategy # 1: Implement a school wide intervention block for 1st-5th grade and push in support for PreK and kinder to provide timely and high quality interventions by classroom teachers and interventionists.

Goal # 1, Objective #1 , Strategy # 4: Implement a Response to Intervention (RTI)/Multi-tier System of Support (MTSS) system with training, procedures, and documents.

Goal # 2, Objective #1 , Strategy # 1: Assign mentors to new staff members and develop a schedule for mentorship activities.

Goal # 2, Objective #1 , Strategy # 2: Meet weekly as a campus.

Goal # 2, Objective #1 , Strategy # 4: Communicate by providing a weekly bulletin and Google calendar.

Goal # 2, Objective #1 , Strategy # 5: Recognize staff for attendance.

Goal # 2, Objective #1 , Strategy # 6: Host student teachers throughout the year.

Goal # 2, Objective #1 , Strategy # 8: Schedule and incorporate instructional rounds for teachers to visit and observe fellow colleagues' classroom.

Goal # 3, Objective #1 , Strategy # 1: Display and utilize updated campus maps and drill procedures.

Goal # 3, Objective #1 , Strategy # 2: Staff will wear badges at all times.

Goal # 3, Objective #1 , Strategy # 4: Implement and refine arrival and dismissal procedures.

Goal # 3, Objective #1 , Strategy # 5: The counselor will provide violence, bullying, and drug prevention lessons, programs, or information.

Goal # 3, Objective #1 , Strategy # 6: Promote physical health through Hoops for Heart, Elementary Track Meet, Fitness Gram, Mile Club, and Field Day.

Goal # 3, Objective #1 , Strategy # 7: The nurse will provide air quality alerts, vision and hearing screening, along with health and hygiene talks.

Goal # 3, Objective #1 , Strategy # 8: The social worker will address the psychological and emotional needs of students by visiting, seeing, and counseling students and working with teachers and parents to communicate and solve problems.

Goal # 4, Objective #1 , Strategy # 6: The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 4, Objective # 1, Strategy # 1: Provide volunteer training throughout the year.

Goal # 4, Objective # 1, Strategy # 2: Disseminate annual parental survey to measure satisfaction.

Goal # 4, Objective # 1, Strategy # 3: Host family events: literacy and math nights, Fall Festival, Grandparent's Day, grade level performances, assemblies, open house, parent conferences, family picnic, Veteran's Day, Family Night out, College and career day, and informational and education days/evenings.

Goal # 4, Objective # 1, Strategy # 4: Disseminate information through campus marquee, campus and teacher websites, campus bulletin boards, teacher newsletters, campus newsletters, social media, parent conferences, email, and phone calls, Sky Alert, Remind, Class Dojo, and Bloomz.

Goal # 4, Objective # 1, Strategy # 5: The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined.

Goal # 4, Objective # 1, Strategy # 6: The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD